



**SAINT JOSEPH'S COLLEGE
1982-1983 CATALOG**

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SAINT JOSEPH'S COLLEGE BULLETIN

CATALOG ISSUE

RENSSELAER, INDIANA 47978

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Issued annually by the Office of the Vice President for Academic Affairs.

The College reserves the right to change certain requirements for degrees, prerequisites, majors, fees, scheduling, etc. All such cases are adjusted in such a way that the curricular requirements will work no hardship on a student who has entered under an earlier set of requirements. A student who has discontinued college studies for a full semester or more is regarded as re-entering the College when resuming studies and will be held to the requirements current at re-entrance.

SAINT JOSEPH'S

A FOUR YEAR GENERAL COLLEGE

Accredited by:

National Council for Accreditation of Teacher Education.

North Central Association of Colleges and Schools

State of Indiana Department of Public Instruction for the training of elementary and secondary teachers.

Affiliated with:

Gulf Coast Research Laboratory,

Ocean Springs, Mississippi

With membership in:

American Association for the Advancement of the Humanities

American Catholic Philosophical Association

American Council on Education

Associated Colleges of Indiana

Association for General and Liberal Studies

Association of American Colleges for Teacher Education

Catholic Library Association

College Entrance Examination Board

Council of Independent Colleges

Independent Colleges and Universities of Indiana

Indiana Academy of Social Sciences

Indiana Conference of Higher Education

Indiana Consortium for International Programs

Institute of International Education

National Association of College Admissions Counsellors

National Association of Independent Colleges and Universities

National Catholic Education Association

National Commission on Accreditation

Northwest Indiana Consortium

**SAINT JOSEPH'S COLLEGE ADMITS STUDENTS
OF ANY RACE, COLOR, AND NATIONAL OR
ETHNIC ORIGIN.**

**SAINT JOSEPH'S COLLEGE IS AN
EQUAL OPPORTUNITY AND
AFFIRMATIVE ACTION EMPLOYER.**

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SAINT JOSEPH'S COLLEGE

ACADEMIC CALENDAR 1982-83

FALL SEMESTER

Aug 19	Thurs	Freshmen and new students enroll
Aug 20	Fri	Freshman counseling and registration
Aug 21	Sat	Freshman registration
Aug 22	Sun	Enrollment and registration of returning students
Aug 23	Mon	Classes begin at 8:00 A.M.
Aug 30	Mon	Limit for change in class schedule.
		Last day to register for Independent Study projects for first semester.
Sept 6	Mon	Labor Day. No classes
Sept 13	Mon	All clubs must be registered with Academic Dean or Dean of Students
Oct 15	Fri	End of mid-term period
Oct 18	Mon	No Classes
Oct 19	Tues	Mid-term grades due at 10:00 A.M.
Oct 29	Fri	Last day for declaration of pass/not pass option for eligible courses and for class withdrawals
Nov 20-28	Sat-Sun	Thanksgiving Recess
Nov 29	Mon	Classes resume
Nov 29-Dec 13		Registration for second semester
Dec 14-17	Tues-Fri	Examination Days
Dec 17	Fri	Last day of Fall Semester
Dec 21	Tues	Grades due at 10:00 A.M.

WINTER SEMESTER

Jan 3	Mon	New students enroll; registration for returning students
Jan 4	Tues	Classes begin at 8:00 A.M.
Jan 11	Tues	Limit for change in class schedule.
		Last day to register for Independent Study projects for second semester
Jan 21	Fri	Deadline for removal of I grades (first semester)
Feb 18	Fri	End of mid-term period
Feb 21	Mon	No classes
Feb 22	Tues	Mid-term grades due at 10:00 A.M.
Mar 4	Fri	Last day for declaration of pass/not pass option for eligible courses and for class withdrawals
Mar 26-Apr 4		Spring recess
Apr 5	Tues	Classes resume
Apr 12-21		Registration for fall semester
Apr 26-29	Tues-Fri	Examination Days
Apr 29	Fri	Last day of Winter Semester
May 3	Tues	Grades due at 10:00 A.M.
May 8	Sun	Commencement

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SPRING SESSION

May 9	Mon	Enrollment and registration
May 10	Tues	Classes begin
May 27	Fri	Last day for class withdrawal
Jun 3	Fri	Deadline for removal of I grades (second semester)
Jun 10	Fri	Last day of Spring Session
Jun 14	Tues	Grades due at 10:00 A.M.

SUMMER SESSION

Jun 21	Tues	Enrollment and registration
Jun 22	Wed	Classes begin
Jul 4	Mon	No classes
Jul 29	Fri	Last day for class withdrawal
Jul 31	Sun	Summer Commencement
Aug 5	Fri	Last day of Summer Session
Aug 8	Mon	Grades due at 10:00 A.M.

SAINT JOSEPH'S COLLEGE ACADEMIC CALENDAR 1983-84

FALL SEMESTER

Aug 18	Thurs	Freshman and new students enroll
Aug 19	Fri	Freshman counseling and registration
Aug 20	Sat	Freshman registration
Aug 21	Sun	Enrollment and registration of returning students
Aug 22	Mon	Classes begin at 8:00 A.M.
Aug 29	Mon	Limit for change in class schedule Last day to register for Independent Study projects for first semester
Sept 5	Mon	Labor Day. No classes
Sept 12	Mon	All Clubs must be registered with Academic Dean or Dean of Students
Oct 7	Fri	End of mid-term period
Oct 10	Mon	No classes
Oct 11	Tues	Mid-term grades due at 10:00 A.M.
Oct 28	Fri	Last day for declaration of pass/not pass option for eligible courses and for class withdrawals
Nov 19-27	Sat-Sun	Thanksgiving recess
Nov 28	Mon	Classes resume
Nov 28-Dec 12		Registration for second semester
Dec 13-16	Tues-Fri	Examination Days
Dec 16	Fri	Last day of fall semester
Dec 20	Tues	Grades due at 10:00 A.M.

WINTER SEMESTER

Jan 2	Mon	New students enroll; registration for returning students
Jan 3	Tues	Classes begin at 8:00 A.M.
Jan 11	Tues	Limit for change in class schedule
		Last day to register for Independent Study projects for second semester
Jan 20	Fri	Deadline for removal of Incomplete grades (first semester)
Feb 17	Fri	End of mid-term period
Feb 20	Mon	No classes
Feb 21	Tues	Mid-term grades due at 10:00 A.M.
Mar 2	Fri	Last day for declaration of pass/not pass option for eligible courses and for class withdrawals
Mar 10-16		Spring recess
Mar 19	Mon	Classes resume
Apr 9-16		Registration for fall semester
Apr 20	Fri	Good Friday. No classes
Apr 24-27	Tues-Fri	Examination days
Apr 27	Fri	Last day of winter semester
May 1	Tues	Grades due at 10:00 A.M.
May 6	Sun	Commencement

SPRING SESSION

May 7	Mon	Enrollment and registration
May 8	Tues	Classes begin
May 25	Fri	Last day for class withdrawal
Jun 1	Fri	Deadline for removal of Incomplete grades (second semester)
Jun 8	Fri	Last day of Spring Session
Jun 12	Tues	Grades due at 10:00 A.M.

SUMMER SESSION

Jun 19	Tues	Enrollment and registration
Jun 20	Wed	Classes begin
Jul 27	Fri	Last day for class withdrawal
Jul 29	Sun	Summer Commencement
Aug 3	Fri	Last day of Summer Session
Aug 6	Mon	Grades due at 10:00 A.M.

STATEMENT OF AIMS AND PURPOSES

Saint Joseph's College is a private Catholic college for men and women. Its primary purpose is the education of college students toward a full life as seen in the Christian perspective. The College recognizes two principal aspects of that education: education for human life with all its richness and its capacity for transcending this world and education for proficiency in making a living in the contemporary world. Accordingly its aims branch out into two distinct, but closely interacting tracks.

1. It provides a four-year Core program in general education to foster a participatory awareness of human living, its meaning and traditions.

2. It provides the opportunity for sound career preparation through up-to-date and thorough career-oriented programs.

To achieve these aims, the College provides an environment of scholarship in which faculty and students can work together in the pursuit of truth and knowledge. It strives to foster those ethical and spiritual principles and practices which reinforce that pursuit. It maintains a residential college setting which favors friendly communication among students, faculty, and administration, and which contributes to the spiritual, moral, and social development of the individual.

The College serves with equality a diverse student body, including students of all races, creeds, and socio-economic backgrounds, who have an aptitude and desire to learn. It strives to develop them into informed and responsible citizens with qualities of leadership, character, good judgment and competence, who will make productive contributions to the community, the professions, business and government.



COLLEGE HISTORY

In 1868, a frame dwelling was erected a mile south of Rensselaer as a home for thirty-five orphans. The home was closed in 1887. Two years later, The Most Reverend Joseph Dwenger, bishop of Fort Wayne, offered the vacant orphan home and land to Father Henry Drees, then Provincial of the Society of the Precious Blood, with the stipulation that a college be founded there. During the same year, 1889, Saint Joseph's College was incorporated under the laws of the state of Indiana with the right to grant scholastic degrees.

The educational program in the early years was on two distinct levels, the high school and the junior college. The aim was to prepare students for professional schools and seminaries, for teaching and for immediate entry into business. The new college passed its first major milestone June 16, 1896, when it presented diplomas to twelve students, its first class of graduates.

The original aims of Saint Joseph's changed little up to 1925. At that time the College was converted into a minor seminary and for a period of six years admitted only students preparing for the priesthood. The status of academy and junior college was re-established in 1931, and plans for the expansion of the school were formulated. Saint Joseph's began to operate as a senior college in 1936, and in June 1938, its first four-year class was graduated.

In the next three decades, Saint Joseph's grew from a school of few buildings to a contemporary college. The expansion was carefully designed to utilize the one hundred and thirty acre campus to serve the educational needs of Saint Joseph's students.

In 1951, in response to the need for a Catholic college in the Calumet region of northwest Indiana, the College began an extension program in East Chicago. This program developed to the point that in 1963 it was granted the status of a campus, known as Saint Joseph's College Calumet Campus and is now a separate institution known as Calumet College.

With an ever-present desire to improve its educational opportunities, Saint Joseph's had introduced campus and curriculum innovations which evidence its contemporary philosophy of education.

The campus Computer Center was completed in 1966 and offers students training and experience in both scientific and commercial data processing.

In 1968, the College ended its 79-year policy of admitting male students only. The change to a coeducational institution was made to widen the range of students contributing to the College's intellectual atmosphere and to create an air of better social and academic involvement on campus. Saint Joseph's offers a wide spectrum of programs and courses for women students, who have responded by enrolling in all academic areas of the College.

The introduction of the Core Curriculum program in the fall of 1969 shifted the direction of general education courses from that of a series of separate courses to an interdisciplinary approach. This combined the previous courses into a program examining issues of history, philosophy, theology, literature and other subjects within a historical framework. The interrelated nature of all subject material in the Core Curriculum allows the student to have an overview which permits deeper understanding and clearer insights.

Improving and expanding the quality of academic offerings is a continuing process at Saint Joseph's. The Honorable Charles A. Halleck, former Congressman and House minority leader, holds the post of Distinguished Lecturer in History and has contributed generously of the knowledge gained from his years on Capitol Hill. The list of major programs of study has grown to 31.

Course-offerings, physical facilities, faculty members and students are all part of a heritage which is constantly growing and improving as Saint Joseph's continues to face successfully the fast-paced challenges and rewards of contemporary American education.

CAMPUS

SAINT JOSEPH'S CHAPEL

This attractive Romanesque brick and stone Chapel has served the college since 1910, and its stately twin bell towers have become synonymous with the College itself. Its basement contains the television studio, the College's FM radio station WPUM, and the psychology lab and offices.

XAVIER HALL

Dedicated to Saint Francis Xavier, patron of the Society of the Precious Blood, Xavier Hall was built in 1940. Since the loss of the old Administration Building it has housed the offices of the President, Business Office, Academic Dean, Admissions, Development, Registrar and Financial Aids.

SCIENCE BUILDING

The two wings of this building, completed in 1936, house science laboratories, the Music Department, the school library, the College auditorium and classrooms. The north-south wing includes Music Department offices and rehearsal rooms, the College's 400-seat auditorium, and the school's 181,000 volume library. The building's east-west wing contains physics, chemistry, biology and geology laboratories in addition to many of the College classrooms.

PUBLICATIONS BUILDING

Originally serving as the editorial offices of various College publications, this building now holds the campus Post Office and offices of the Computer Center, Guidance, and Placement.

HALLECK CENTER

Halleck Student Center, named after Charles A. Halleck, former Congressman from Indiana and a long-time member of Saint Joseph's Board of Trustees, serves as the College student union building. The Center houses the student dining room, the College bookstore, student lounges, the Raleigh Room Grill, meeting rooms, the office of the Vice President for Student Affairs, the Director of Public Information, student publication staffs and the Student Association.

DWENGER HALL

Erected in 1907 and named for the second bishop of the Diocese of Fort Wayne, it serves as the faculty office building.

ALUMNI MEMORIAL FIELDHOUSE

The Fieldhouse seats 2000 spectators and provides locker rooms for over 500 participants in the school intramural sports programs. Besides serving as the site for Puma basketball games, the Fieldhouse is also the scene for concerts sponsored by the Student Association during the school year.

RALEIGH HALL

This building holds weight-lifting equipment, wrestling mats, and other athletic facilities and is open for use by all students. It also houses the art studio.

THE GROTTO

A college student (Faustin Bernard Ersing) inspired the original Lourdes Grotto in 1898. In 1931 it was greatly enlarged and included the interior shrine containing the Carrara marble statue of Christ in Gethsemane. The stations of the cross in the grove together with the large boulder with a bronze plaque containing St. Bernard's "Memorare" were erected in 1951 in memory of the parents of Father John Baechle, C.P.P.S., former professor at Saint Joseph's College.

THE REFLECTING POND

A part of Saint Joseph's since the College's earliest days, the Reflecting Pond borders the Chapel at the College's main entrance. The scenic pond and fountain are picturesque sights to Collegeville students and visitors.

LAKE BANET

The 40-acre Lake Banet recreational facility is located at the southern edge of campus. It provides swimming, jogging, softball, volleyball, basketball and other possibilities for exercise and relaxation.

COLLEGE HOUSING

The College's residence hall program is designed to contribute to the total development of the student. Emphasis is placed upon promoting intellectual awareness, developing effective self government, exposing the student to a group living situation, and providing an environment conducive to study.

Because of the developmental value of living in a residence situation the College requires students to live in campus housing unless living with spouses or with parents or with immediate relatives who are **bona fide** residents of Jasper County.

AQUINAS HALL

First used as a residence hall in 1959, this three-story hall houses 26 students and is named for St. Thomas Aquinas, patron saint of Catholic education. Most rooms are for single occupancy, and residents are charged accordingly.

BENNETT HALL

Named for the Most Reverend John G. Bennett, first Bishop of Lafayette, an alumnus and generous patron of the College, this hall houses 96 students and was dedicated in the spring of 1955.

GALLAGHER HALL

Named after Robert A. Gallagher, first chairman of Saint Joseph's Board of Trustees and a generous patron of the college, this hall was dedicated in 1958 and houses 126 students.

HALAS HALL

Dedicated in the fall of 1958, this hall is named for George S. Halas, member of the College Board of Trustees, generous patron of the College and owner of the Chicago Bears, who for years held summer training sessions at Saint Joseph's. It holds 117 students.

MERLINI HALL

Merlini Hall accomodates 78 students, was dedicated in 1940, and is named after the Venerable John Merlini, the third Moderator-General of the Society of the Precious Blood.

NOLL HALL

Dedicated in the spring of 1955 and housing 97 students, this building is named after the Most Reverend John F. Noll, Bishop of Fort Wayne, an alumnus and generous patron of the College.

JUSTIN HALL

248 of Saint Joseph's students are housed in this three-story, air-conditioned facility. Named after the late Justin H. Oppenheim, member of the College Board of Directors, an alumnus and generous patron, the hall provides two comfortable lounges which join the building's two wings. It was dedicated in 1965.

SCHWIETERMANN HALL

Dedicated in May, 1963, this building serves as the residence for priests, brothers and major seminarians of the Society of the Precious Blood. The Y-shaped structure is adjacent to the Chapel and Xavier Hall. It also contains the College health center.

SEIFERT HALL

This building holds 133 students and is named for Saint Joseph's first president, the Very Reverend Augustine Seifert, C.PP.S. This building was erected in 1939.



ADMISSION AND FINANCES

ADMISSION

All correspondence relating to admission should be addressed to the Director of Admissions, Saint Joseph's College, Rensselaer, Indiana 47978. Application for admission should be filed as early as possible and all credentials should be in the hands of the College at least three weeks before the opening of the school term. Application forms will be sent upon request. All credentials submitted as part of the admission procedure become the property of the College.

CAMPUS VISITS

All applicants are encouraged to visit the college and a planned tour will be given to any persons interested in seeing Saint Joseph's. Please call or write prior to your arrival if you wish to talk to a counselor and have a tour.

GENERAL REQUIREMENTS

Whether or not the student meets the entrance requirements will be determined on the basis of the information contained in the high school record. It is understood that these minimum requirements do not necessarily guarantee an applicant admittance. From among the applicants who meet the entrance requirements, the College reserves the right to select those best qualified to succeed at Saint Joseph's. Therefore, the approval or rejection of an application may, in some cases, be deferred until later in the admission period.

All applicants shall comply with the following requirements:

1. Application form filled out completely by applicant.
2. \$15 non-refundable application fee submitted with application for admission.
3. Official transcript of credits from all high schools and colleges previously attended, mailed directly from the schools to the Director of Admissions.
4. Evidence of good health and proper immunization provided on an official medical certificate form supplied by the College after an application has been approved and housing deposit submitted.
5. Notification of acceptance from the Director of Admissions. Final action in each case is based upon satisfactory evidence of scholastic ability of the applicant.

ADMISSION TO FRESHMAN STANDING

Candidates for freshman standing will be selected from applicants who present the following academic credentials:

1. Certificate of graduation from an approved high school. Graduates from other high schools may be accepted conditionally; full standing will be dependent upon subsequent work.
2. Minimum of fifteen units, ten of which must be from the following academic fields: English, foreign language, social studies, mathematics, and natural sciences. It is not necessary that all of these fields be represented in the ten units. The term *unit* expresses a measure of academic credit, representing a subject carried through no fewer than thirty-two weeks with five class meetings a week or the equivalent.
3. Every applicant is required to take either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing Examination (ACT) and have the scores sent to Saint Joseph's College. Students wishing to make application to take the test should procure application forms from their secondary schools, or write directly to the College En-

trance Examination Board, Box 592, Princeton, New Jersey 08540 or P.O. Box 27896, Los Angeles, California for the SAT, or to the American College Testing Board, P.O. Box 168, Iowa City, Iowa 52240 for the ACT.

4. Every applicant must have a minimum C average in academic high school work.
5. If it is determined that a deficiency in either language skills or mathematical skills exists, a special program may be required of the student. This program, under the direction of the Guidance Office, will consist of counseling, load limits, special projects or courses designed to remove the deficiency.

ADMISSION OF SPECIAL STUDENTS

Students who wish to pursue particular studies without being candidates for a degree may be admitted as special students, if it seems that they can profit from such work. Work done by special students will not be counted toward a degree until all entrance requirements have been fulfilled.

EARLY ADMISSION

Exceptionally well-qualified students who have not graduated from high school, but who have completed at least their junior year, may be admitted to freshman standing. Their eligibility for admission will be determined on the basis of high school courses and grades, objective tests and the recommendation of the high school principal or counselor. A letter from the principal stating that a high school diploma will be awarded upon completion of a stated number of semester hours must be received by the Admissions Director before a final decision will be made.

ADMISSION OF TRANSFER STUDENTS

Students transferring from other institutions whose curricula are substantially the same as those of Saint Joseph's may be admitted with advanced standing. These students must:

1. Meet the general requirements.
2. Be eligible to continue in the institution from which transfer is being made.
3. Be entitled to honorable separation from the institution last attended.
4. Present a minimum 2.00 (C) cumulative index for all completed work.

No credit will be allowed for work which is not declared prior to admission.

ADMISSION OF VETERANS

The College has an open admission policy for all veterans. Any veteran with a high school diploma or the general educational development certificate (GED) will be admitted to freshman standing.

The special admissions status which applies to veterans also extends to the wives of those veterans killed in action.

EXPENSES AND FEES 1982-83*

TUITION

Tuition for one semester (full time—12 to 16 hours) \$1975.00

\$132.00 per credit hour up to 11 hours.

This entitles the student to:

1. Academic instruction and advisory direction.
2. Access to Health Center Facilities at posted fees.
3. Subscription to the College newspaper.
4. Admission to all student activities.
5. Use of athletic facilities.

Dependents of the same family attending full time
simultaneously are charged the following tuition rates:

Two members (10% reduction each) \$1777.50

Three members (15% reduction each) \$1678.75

Four members (20% reduction each) \$1580.00

BOARD

Board for one semester \$ 685.00

This entitles the student to three meals a day, six days a week. Sunday brunch and dinner, except during scheduled vacation periods. Resident students must take meals in the College dining center unless excused with a valid medical excuse confirmed by the College physician.

ROOM

Room for one semester \$ 385.00

Private Room (subject to availability and approval
by the Vice President for Student Affairs) \$ 577.50

Room deposit (Applicable to room charge and paid by
all returning students. Payable by June 1, not refundable.) \$ 100.00

SPECIAL FEES

Application Fee (paid at initial entrance) \$ 15.00

Registration Deposit (applicable to tuition and paid by all returning stu-
dents. Payment is to be made prior to registration but not later
than June 1 for the first semester, non-refundable). \$ 100.00

Student Association Fee (paid each semester) \$ 30.00
Day Students pay \$4.00 base plus \$2.00 per credit hour up to \$26.00

Student Center Fee (paid each semester) \$ 40.00
Day students pay \$5.00 base plus \$2.50 per credit hour up to \$32.50

Student Identification Card (paid once a year) \$ 5.00

Room key and Damage Deposit (paid once by all resident students and re-
funded to seniors soon after graduation; if a student withdraws or is
dismissed the money will be refunded one month after the semester
following the student's departure, if there is no damage charge). \$ 100.00

Graduation Fee (paid once—senior year) \$ 40.00

CONDITIONAL FEES

Late Registration \$ 25.00

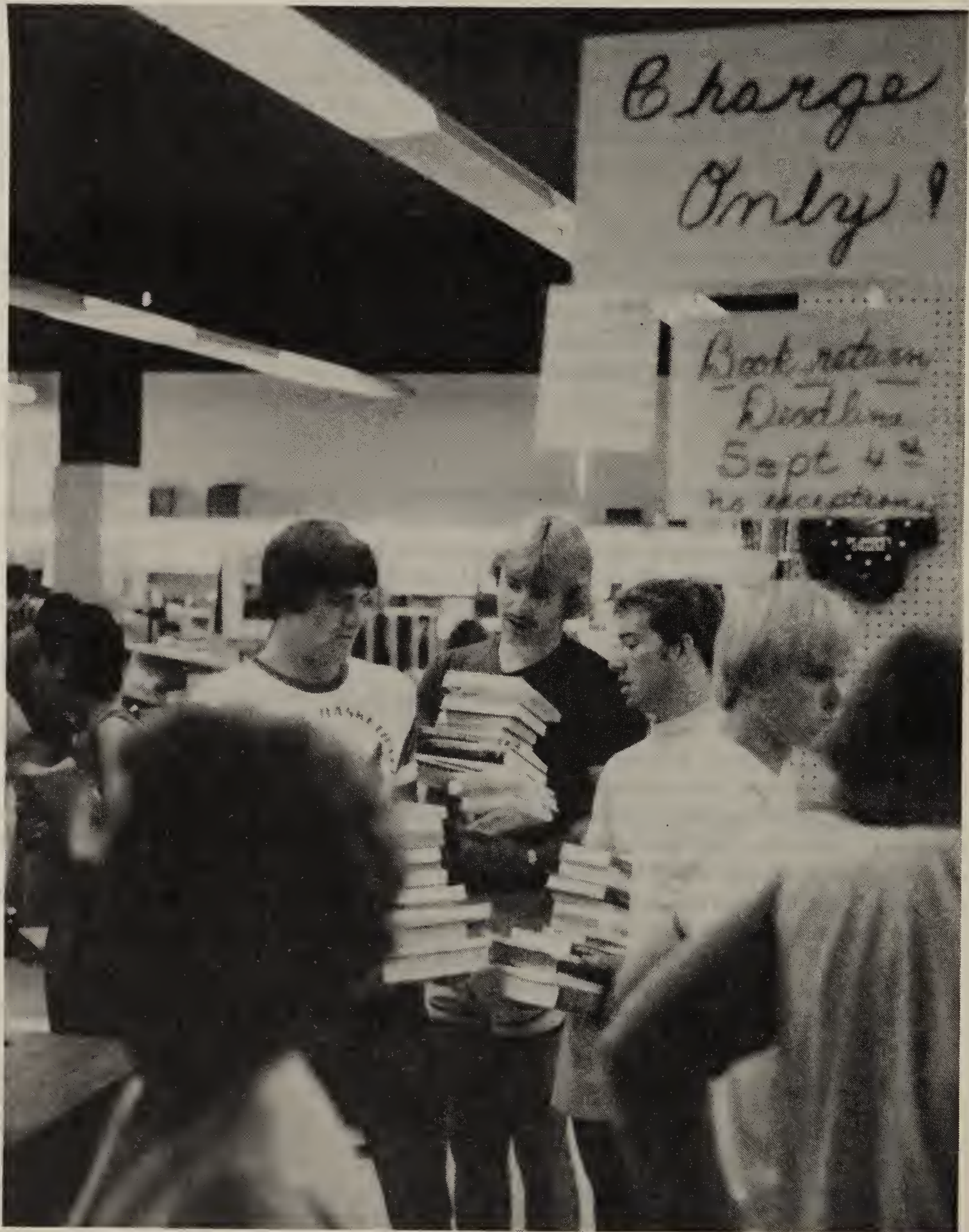
Tuition per credit hour above 16 \$ 132.00

Laboratory Fee for science courses \$10.00 to \$15.00

Music Lesson: One half-hour lesson per week per semester \$ 75.00

Student Teaching (Advanced Education students)	\$ 25.00
National Teacher Examination Fee.....	\$ 60.00
Credit by Examination	
Full time students (per credit hour)	\$ 25.00
Course Change	\$ 5.00
Car Registration (paid once a year).....	\$ 10.00
Transcript of Credits	Students \$1.00—Graduates \$ 2.00

**All prices subject to change without notice.*



FINANCIAL REGULATIONS

Upon acceptance by the admissions official, each prospective student is required to make a \$100.00 deposit (refundable up to April 30th). Upon enrollment, the \$100.00 is deducted from semester expenses. In addition, all new resident students pay a \$50.00 room and damage deposit (refundable if there are no room damage charges). All fees are to be paid by August 10th for the first semester, and by preregistration time for the second semester. Each month a 1½% service charge will be levied on all unpaid balances. The service charge is computed by a "PERIODIC RATE" of 1½% per month which is an ANNUAL PERCENTAGE RATE of 18% applied to the previous balance.

No student will be allowed to register for any subsequent term if there are any unpaid balances on the student's account. Degrees, transcripts, and letters of honorable separation are withheld from those who have not settled their financial obligations to the College including, if any, all collection fees, attorney's fees, and court costs.

If final payment is by personal check at least two weeks must be allowed for clearance of the check.

Remittance should be made payable to Saint Joseph's College by bank draft, personal check, or postal money order through the Rensselaer Post Office, and mailed to Vice President for Business Affairs, Box 889, Saint Joseph's College, Rensselaer, Indiana 47978.

REFUND POLICY

If a student withdraws from classes during a semester, the following refund schedule applies: the charge for board is \$6.00 per day. No allowance is made for incidental absences. The Student Association fee is non-refundable. Tuition, room and the Student Center fee are refunded on a "sliding" weekly scale: an 88% credit in the first week ranging downward to 2% in the 14th week. The official refund schedule by week is available in the Business Office.

OPTIONAL PAYMENT PLAN

The Insured Tuition Payment Plan offers a provision that divides the complete educational expense into monthly installments and insures the parent, paying benefits both in case of death or total and permanent disability. Write: Insured Tuition Payment Plan, 53 Beacon Street, Boston, Mass. 02108.

For those who prefer to pay their expenses on a monthly basis, the services of *The Tuition Plan, Inc.*, may be utilized. This is a comprehensive program covering from one to four years of schooling. Information concerning this service may be obtained by writing The Tuition Plan, Inc., 575 Madison Ave., New York 10022.

Detailed information can be obtained by writing to any of the above.

MEDICAL INSURANCE PLAN

The College provides an excellent low-cost medical insurance plan for students no longer covered by their parents' insurance.

You will automatically be billed for both semesters at the beginning of the academic year. If you do not want the coverage, complete the waiver form sent to you in advance of the first semester and return it to the Business Office.

FINANCIAL AID

The College adopts as its own the philosophy that the primary responsibility for financing a college education rests upon the student's family. Financial aid from college and other sources is viewed only as supplementary to the effort of the family. Students requesting financial aid are also expected to contribute toward their own educational expenses, through summer or school term earnings or loans in any reasonable combination. The College is prepared to assist the student through academic scholarships, grants, loans and employment.

APPLICATION FOR AID

All necessary financial aid application forms can be obtained from the Office of Admissions, or the Office of Student Financial Aid.

SCHOLASTIC APTITUDE TEST

All candidates for financial aid must take the Scholastic Aptitude Test (morning test of the College Entrance Examination Board) or the ACT test (The American College Testing Program). Complete information can be obtained from high school counselors.

COLLEGE SCHOLARSHIP SERVICE

Saint Joseph's College participates in the College Scholarship Service. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists Saint Joseph's College in determining the student's need for financial assistance but does not itself give financial aid. Recommendations from CSS help the College to allocate its resources fairly.

FINANCIAL AID FORM

Parents of students seeking financial aid are required to submit an institutional application to the College and the Financial Aid Form for the College Scholarship Service where it is processed and evaluated. Saint Joseph's College should be designated as one of the recipients of the Financial Need Analysis Report. The CSS will, at the parents' request, send the financial analysis and recommendations to Saint Joseph's. The Financial Need Analysis Report must be in the Office of the Director of Student Financial Aid by May 1. The FAF form can be obtained from the high school counselor, or from the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540, or P.O. Box 1025, Berkeley, California 94701. The ACT financial aid analysis program is also acceptable.

ACADEMIC SCHOLARSHIPS

Saint Joseph's College annually offers scholarships to worthy and needy students. The scholarships are awarded on the basis of academic achievement and promise, as determined by the student's high school record, in conjunction with SAT scores. Normally those students seeking academic scholarships range in the upper quarter of their class in rank and have SAT scores of 1000 or higher.

The amount of the scholarship award is based on the student's financial need determined by the Financial Aids Committee in cooperation with the College Scholarship Service. For this aid the Financial Aid Form is required.

Recommendations from the CSS are made to the College about three or four weeks after the parents have forwarded their statement to the CSS.

The first scholarship is granted for the freshman year. It is thereafter renewable every semester which the student spends at Saint Joseph's College until graduation,

provided that in the previous semester at least a B average has been maintained and the need continues. If a student loses a scholarship it can be reinstated only by special action of the Committee on Student Financial Aids, which will normally expect at least a cumulative average of B.

TRUSTEE SCHOLARSHIPS

While financial aid, including academic scholarships, is normally related to need, an exception is made in favor of those exceptionally qualified, to whom a partial tuition scholarship is extended independently of need. Those who are in the top fifteen percent of their high school class and have SAT scores of 1000 are eligible for a one half tuition scholarship.

The scholarship is for the freshman year and is renewable each semester thereafter. That portion, if any, which is based on need is renewable if the need continues and the student maintains a 3.00 index. That portion which is not based on need is renewable if the student maintains a 3.25 index.

ENDOWED SCHOLARSHIPS

The farm lands of the College are the permanent endowment of the institution. The net income from these lands, including the mineral deposits, have been set aside as endowments over the years to provide memorial scholarships. The income from these gifts is awarded by the Financial Aids Committee each year. These endowed scholarships are:

The Father Seifert Scholarship. Income from mineral deposits.

The Saint Elizabeth Foundation. A fund established by Mrs. Elizabeth Mullen. Interest on \$5,000 is awarded to a pre-theology student.

The Monsignor Moore Scholarship. Interest on \$7,000 is awarded to a pre-theology student.

The Michael and Mary Brisch Scholarship. Interest on \$5,000 is awarded to a pre-theology student.

The Monsignor O'Keefe Scholarship. Interest on \$7,000 is awarded.

The Christopher Jones Memorial Scholarship. The fund has been established by his grandparents, the late Irene and Arthur L. Hellyer, with the income awarded to a needy student for the priesthood.

The Schumacher Family Scholarship. The interest on \$18,000 is awarded.

The John W. Sweeterman Scholarship. The income is from an endowment, gifted to the College in 1970.

The James Thordsen Scholarship. Named in honor of James Thordsen, a former student athlete. To be awarded preferably to a Puerto Rican student.

The Cecilia J. Ryan Memorial Scholarship. The interest on a continuing donation is awarded.

SPECIAL SCHOLARSHIPS

Special scholarship funds have been established on occasion that are not part of the permanent endowment but are awarded by presidential or donor designation. These are: The Frank Callahan Scholarship, The Central Newspapers Foundation Scholarship, The Cummins Engine Scholarship, Sealy Spring Corporation of Indiana Scholarship, The Cyril Knue Scholarship, The Dan Mauch Memorial Scholarship, The Trustees Scholarship (sometimes named—1981: Arthur L. Hellyer), The State Bank of Rensselaer Scholarship, The John Sweeterman Scholarship, and the Benno & Cecilia Scheidler Indiana Scholarship.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

Supplemental Educational Opportunity Grants are available from the federal government through the College to a limited number of students with financial need who require these grants to attend college.

Eligible students who are accepted for enrollment or who are currently enrolled in good standing, may receive Supplemental Educational Opportunity Grants for each year of their higher education. Grants range from \$200 to \$2,000 a year. Applicants should follow the same procedure as outlined for academic scholarships.

COLLEGE WORK-STUDY PROGRAM

Students who need a job to help pay for College expenses are potentially eligible for employment by the College under federally-supported Work-Study programs. Eighty percent of the money is furnished by the federal government and twenty percent by the College. The maximum students may work under this program is 40 hours a week, though during school time it normally is limited to 15 hours a week.

OTHER STUDENT EMPLOYMENT

In addition to the College Work-Study program there are a limited number of other jobs. The student should bear in mind that employment should not detract from academic needs. The working time is normally limited to 15 hours a week.

On campus there are calls for clerical and laboratory assistants, but most openings for employment are for maintenance and dining hall positions.

Application for campus employment should be filed after one is on campus and enrolled. Resident students may not accept employment off campus or engage in any business enterprises during the school year without permission of the Vice President for Student Affairs.

VETERANS' ASSISTANCE

Saint Joseph's College is officially approved as a school for veterans of military service and for eligible children of deceased or disabled veterans.

VOCATIONAL REHABILITATION

Under the provision of Public Law 565, the federal government and the state jointly provide funds for grants to students who have a physical or mental impairment which constitutes a vocational handicap. The State Vocational Rehabilitation Division is responsible for the determination of these grants.

INDIANA HIGHER EDUCATION AWARD PROGRAM

These awards are made by the State of Indiana to residents who show financial need and are attending an Indiana College. It is granted in annual amounts and can not exceed the costs of tuition and regularly assessed fees.

Freedom of Choice Grants are awarded to students who receive a maximum Higher Education Award and still show need and plan to attend an eligible independent institution of higher education within the State of Indiana. This program is designed to help financially needy students who choose to attend an independent institution.

In order to qualify for both of these grants, a student must demonstrate financial need and must have been admitted to the College. A student must submit a FAF during his/her senior year in high school. FAF's should be submitted prior to March 1st. The combined grants may equal but not exceed the total of tuition and fees. Unless a student has been informed, any given by the Financial Aid Office is only an estimate and is subject to change on confirmation by the State Student Assistance Commission of Indiana.

PELL GRANT PROGRAM

The federal government also operates a grant program for college students based solely on need. Application blanks are available in the high school and colleges and many other public places, or application may be made through the Financial Aid Form.

NATIONAL DIRECT STUDENT LOAN PROGRAM (NDSL)

The College participates in the National Direct Student Loan Program. Ninety percent of the money is provided by the federal government, and ten percent by the College. All loans are based on need.

A student may borrow up to \$3000 for the first two years of college, and another \$3000 for the last two years. The repayment period and the interest do not begin until six months after the student's studies are completed. The loans bear interest at the rate of five percent per year and repayment, a minimum of \$30.00 a month, may if necessary extend over a period of years.

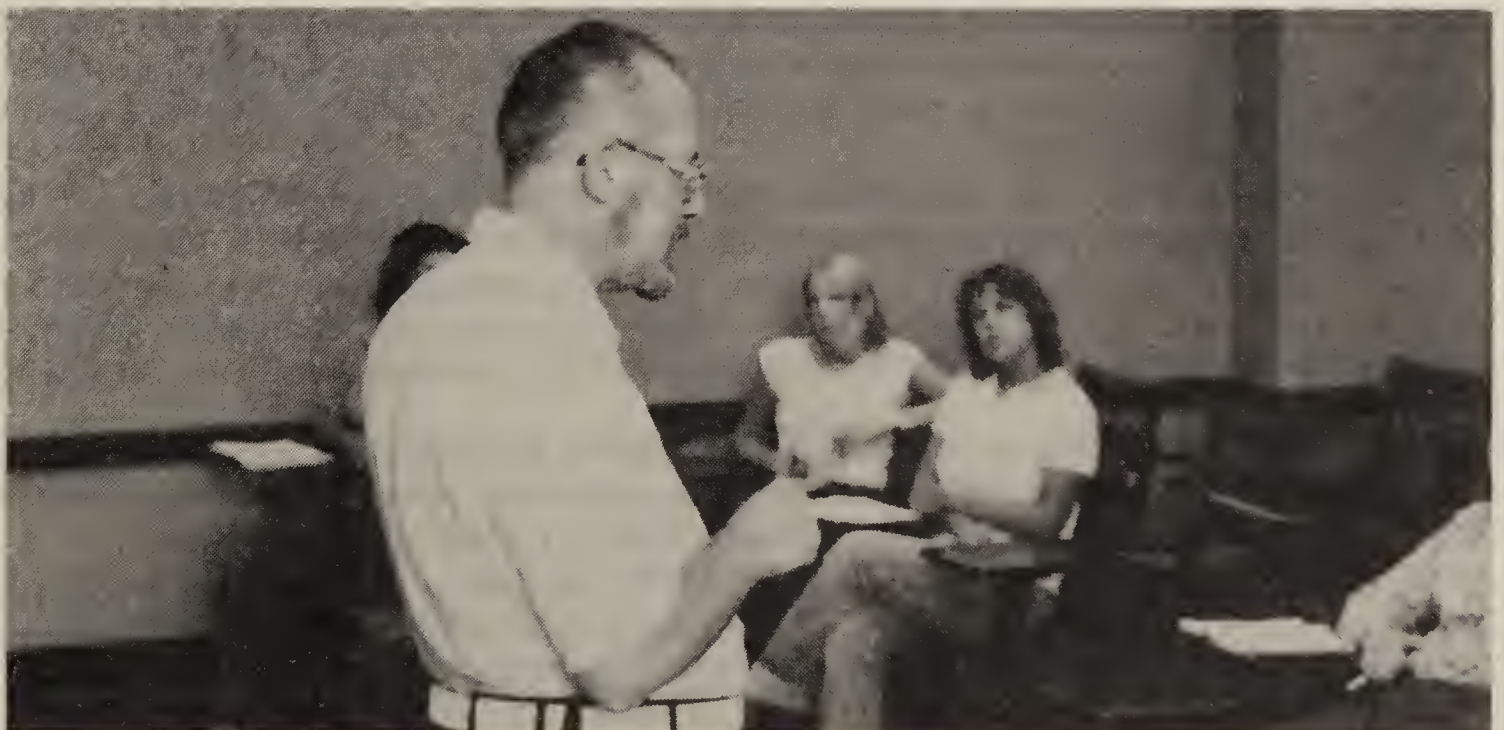
If the student subsequently serves as a full-time staff member in a preschool program (Head Start), the principal amount of the loan will be reduced at the rate of 15 percent of the principal plus interest for each year of service. Similar provisions are made for those teaching in areas with a high concentration of low income families. Repayment may be deferred for a three-year period while the borrower is serving in the Armed Forces, with the Peace Corps, or as a Volunteer in Service to America (VISTA). Repayment is deferred, too, for as long as a borrower is enrolled at an institution of higher education and is carrying at least a half-time academic load.

GUARANTEED LOANS

Under this program a dependent student may borrow from a bank or other financial institution a maximum of \$2500 a year, the total for undergraduate students not exceeding \$12,500. The government pays the interest while the student is in school. Repayment begins six months after the student is through school. The annual rate of interest is 9%.

ATHLETIC GRANTS

Athletic Grants are awarded to qualified athletes. Presently, the College awards grants in basketball and football to men; and in basketball, volleyball, tennis and track to women.



ACADEMIC POLICIES

ENROLLMENT

All students are expected to report to the campus on the date officially designated in the College calendar. No new student will be admitted unless official notice of acceptance from the Director of Admissions has been received.

Students are enrolled as regular when they meet all entrance requirements and have been approved for a course of studies leading to the bachelor's degree; as special if the student is not at present working toward a degree. Students may be registered as either full-time or part-time students. A full-time student is one who is carrying a minimum of twelve semester hours of college credit.

LATE ENROLLMENT

Students failing to enroll or to pay fees and tuition on enrollment day as designated in the catalog may have to pay a late enrollment fee.

REGISTRATION

No student will receive credit for any subject taken in a class for which he or she has not been duly registered. After a student has registered, changes in courses or class sections must, in each instance, be approved and properly recorded with the Registrar.

CREDITS

The unit of academic credit is the semester hour. In courses other than Core, it represents the work of a semester course which meets once weekly for a fifty-minute period requiring approximately two periods of preparation. A class which meets twice weekly carries two hours of credit; three times weekly, three credits. One laboratory period (two to four hours) is the equivalent of one class meeting. The lowest passing grade required before a student can receive credit is D.

CREDIT BY EXAMINATION

Any regularly-enrolled student of Saint Joseph's College, in good academic standing, may receive credit for any course in which he or she gives evidence of normal achievement by passing an examination in the subject matter of the course. All passing grades and their credit will be recorded on the student's scholastic record. (See restrictions listed below under "Eligibility.")

1. Schedule of Tests: (a) at the beginning of the first semester; (b) the first semester final week; application must be made as indicated in the academic calendar; (c) the second semester final week; application must be made as indicated in the academic calendar.

2. Application to take credit-by-examination is made at the Office of the Vice President for Academic Affairs. The fee for each test is \$25.00 per credit hour.

3. Eligibility. Students may not receive credit by examination (a) in courses for which they are currently enrolled for credit, or have, at some time, enrolled for credit or audit; (b) in courses involving laboratory experience or practice; (c) in Core courses; (d) in applied music.

4. Recording of tests. A record shall be kept in the student's folder of all tests taken with the intention of receiving credit by examination. Every grade will be entered in one's permanent scholastic record and designated as Credit by Examination.

5. The tests shall be tests of the type given in the course for which the student is seeking credit. Such tests shall be made out, scored, graded and administered by an instructor appointed by the Vice President for Academic Affairs.

CLEP

Credit is available upon successful completion of the College Level Examination Program (CLEP). A score at the four-year college mean or higher on the sophomore norm group is required for credit.

AUDITING COURSES

Auditing a course means attending class without obligation with respect to regularity of attendance, outside classwork, or examinations. Students register for audit courses in the same manner as for credit courses. The total number of credit and audit hours combined for which a student registers may never exceed twenty-one a semester. Audited courses are recorded in the Registrar's Office but do not form a part of the student's permanent scholastic record. For part-time students the fee is \$20.00 a semester hour.

CLASS SCHEDULE

A "Schedule of Classes" is published for each semester, showing the courses that are offered, the time of meetings, the room numbers, and the instructors. The College reserves the right to withdraw an announced course for which fewer than five students register. It also reserves the right to assign students to class sections and to limit the number of students who may elect a course in case the class becomes overcrowded or is of such a nature that limited enrollment is required.

Faculty counselors assist students in planning their programs of study. In all cases it is advisable that the student select a major by the end of the sophomore year and consult the faculty counselor regarding the pattern or courses for the major and minor sequences and the appropriate electives. A student's semester schedule of classes will not be considered final until it has been approved and filed in the Office of the Registrar.

CHANGE OF SCHEDULE AND CANCELLATION OF COURSES

During the first week of classes in each semester a student may, with consent of the Registrar, change a schedule by adding or cancelling courses. Courses cancelled during this period do not appear on one's permanent record.

CLASS LOAD

The normal amount of work for which a student registers in one semester is fifteen or sixteen hours. To be classified as a full-time student one must register for a minimum of twelve semester hours. Permission to register for a course in excess of eighteen hours must be obtained from the Vice President for Academic Affairs; the basis for such permission shall be the student's ability as evidenced by previous college work. The regular hourly tuition cost will be charged for each credit hour in excess of sixteen. Exception to this overload fee is made for course work in a foreign language and for programs which require more than sixteen hours a semester.

CLASS ATTENDANCE

1. Students are required to attend all officially scheduled lectures, discussions, laboratory exercises and examinations. Absences may be excused for reasonable causes.
2. The following are examples of reasonable causes for excused absences: sickness of student, death or serious illness in the student's immediate family, a wedding in the family, intercollegiate sports or other College activities, circumstances beyond the student's control such as government summons, bad weather, etc. The judge of reasonableness in any case is the instructor.

3. Sanctions for unexcused absences from class are the prerogative of the individual instructor. Sanctions may include a failing grade on any work due on the date of an absence, a reduction of the final grade for the course, or a failure in the course. Only those sanctions published in the course syllabus are to be used by an instructor. Complaints of unfair sanctions will be considered by the Academic Cabinet or a sub-committee appointed by the Vice President for Academic Affairs.

WITHDRAWALS FROM COURSES

After the limit for changes in class schedules, students may not withdraw from a course for which they are registered except with permission of the Registrar, after presenting written evidence of consultation with their professor and faculty advisor. Forms for this purpose can be obtained at the Office of the Registrar. Such withdrawals will be indicated on the student’s record with letter “W.” By discontinuing a course without an official withdrawal, the student automatically incurs an “F.” No official withdrawals will be given later than two weeks beyond the date for mid-term grades. (See College Calendar).

ACADEMIC CLASSIFICATION

A student is classified as a freshman by meeting the entrance requirements; as a second semester freshman when 15 semester hours have been earned; as a sophomore when 30 hours have been earned; as a junior when 60 hours have been earned; and a senior when 90 semester hours have been earned. In addition, for purposes of probation and dismissal, a student is considered a second semester freshman after being a full-time student for one semester, and a sophomore after two semesters as a full-time student, and a junior after four semesters.

GRADING SYSTEM AND QUALITY POINTS

Grades are given in letter symbols.

Grades	Meanings	Quality Points
A	Excellent	4
B	Above Average	3
C	Average	2
D	Acceptable but Poor	1
F	Failing	0
W	Withdrawal	
I	Incomplete	
Z	Non-Credit/Audit	
N	Not Pass (no credit)	
P	Pass (grade not included in index)	

A grade of A represents greater accomplishment in a four-credit course than does the same grade in a two or three-credit course. In order that a student’s degree of success on the basis of both factors (amount of work represented by courses, and the grades received) may be judged, use is made of the quality point. Quality points assigned to a grade multiplied by the credit allowed in a subject will give the total points accruing to the student for achievement in that subject.

SCHOLASTIC INDEX

The index expresses the ratio of a student’s quality points to total hours attempted. This ratio is found by dividing the sum of the student’s quality points by the sum of the hours attempted. Thus, if total points equal total hours attempted, the index will be 1.00, indicating the maintaining of the general level of D.

INCOMPLETE GRADE

The incomplete grade is given when under unusual circumstances a final grade cannot be given. It is not to be used by either the student or the teacher as a way of indiscriminately extending the semester or other grading period, nor is it to be used at the mid-term grading period. A course in which the grade of I is received will not be considered in computing the index until the incomplete grade is removed. A service fee of \$10.00 is charged for removal of an I grade, except when in the judgment of the Registrar, the incurring of the I was beyond the student's control because of sickness, child-bearing, or some extraordinary cause. If the I grade is not removed within five weeks after the close of the semester, a grade of F will be assigned.

CHANGE OF GRADE

No grades, once submitted to the Registrar's Office, can be changed, apart from the removal of I grades, except by written petition of the teacher to the Vice President for Academic Affairs.

REPETITION OF COURSES

If a student repeats a course which was previously passed, only the higher of the two grades received for the course is counted in computing the cumulative index. In courses with a grade of F repeated successfully the F will not be used in calculating the cumulative index.

PASS/NOT PASS OPTION

A student may count a maximum of 24 hours of credit towards graduation under the pass/not pass option. The pass/not pass option is limited to courses other than Core and those in the major or minor fields. An exception to this limitation is that of student teaching, which must be taken as pass/not pass. To receive a *pass* a student must achieve a C or better; below a C, the student will receive a *not pass*, which will be recorded as no credit. The student must decide within the time limit stated in the calendar whether a course is to be taken for a grade or under the pass/not pass option. Also, no student will be allowed to take credit by examination in a course under the pass/not pass option.

GRADE REPORTS

Grade reports for all students are made to the Registrar once each semester. Reports are issued to parents and students after each grading period. Mid-semester grades are sent to freshman parents. Resident freshmen pick up their mid-term grades through their resident assistants. Others pick them up at the Registrar's Office.

DEAN'S LIST

Students with a semester index of 3.65 or higher and those with a cumulative index of 3.50 or higher are placed on the Dean's List, provided the student carries twelve hours excluding pass/not pass. Seniors need a 3.40 cumulative index.

GRADUATION WITH HONORS

Graduation with honors is conferred on the basis of a student's cumulative index through four years of 3.40 for the honor CUM LAUDE, of 3.60 for MAGNA CUM LAUDE, and 3.80 for SUMMA CUM LAUDE.

INDEPENDENT STUDY

This program provides the opportunity for a student, during regular semesters, to pursue special topics, reading programs or projects within existing departments apart from courses listed in the catalog. The credit and grade thus earned will be entered on the student's academic record and count toward graduation. The number of independent studies a student may enroll in is limited to four. The student registers for the independent study during the regular registration period and must present evidence of having secured the sponsorship of a faculty member.

DIRECTED STUDY

Occasionally a student may need a course in the College catalog that is not in the published schedule for the current term. He or she must seek the approval of the Academic Dean. If the Dean approves, he will appoint an instructor for the course. In such matters as registration, submission of syllabus to the Dean, grading, etc., the course follows the regulations of the Faculty Handbook. The term Directed Study is sometimes used to designate this kind of arrangement.

TRANSFER POLICY

Students wishing to transfer to Saint Joseph's College must be in good standing at the colleges from which they desire to transfer. Good standing signifies that the student is eligible to continue, to return, or to transfer elsewhere.

Transfer students or returning students wishing to transfer credits from non-accredited colleges — that is, institutions not accredited by a recognized national, regional, or state agency — may be admitted provisionally.

To validate credit from non-accredited institutions the student may

- a) use the credit by examination *or*
- b) maintain an index comparable to that achieved at the non-accredited institution for one academic year at Saint Joseph's College.

WITHDRAWAL FROM THE COLLEGE

Any student (except a graduating senior) who is aware that he or she will not register for the following semester is required to inform the Registrar and the Vice President for Student Affairs. Any student who withdraws during the semester must notify the Vice President for Student Affairs and the Registrar. Any student who withdraws without proper notification will forfeit honorable separation. Students who discontinue either during or at the end of a semester without having settled their financial obligations to the College will be refused official transcript of credit until all accounts are paid.

PROBATION AND DISMISSAL

In order to graduate, students must have a cumulative index of 2.00. While this index is not required at any point in the students' careers prior to graduation, they must nevertheless show a steady progress towards this goal. Thus it is required that students must maintain a cumulative index of 1.80 during the Freshman and Sophomore years, and a cumulative index of 1.90 during the Junior and Senior years. In any semester in which the required cumulative index is not reached, the student is placed on probation. If the proper index is not achieved by the end of the next semester, the student is dropped for poor scholarship. In individual cases, and only where special circumstances are involved, the student may appeal to the Academic Cabinet for continuation in the College. This appeal must be made in writing to the Vice President for Academic Affairs within two days after receiving notification of this status. For purposes of probation and dismissal a spring or summer session is considered part of the student's previous semester.

Students dropped for poor scholarship may, after the lapse of a semester, apply for readmission. If their application is approved, they will be readmitted on probation and must maintain the scholastic index required by their classification. If dropped for poor scholarship a second time, they are not eligible for readmission.

SUMMER SESSIONS

Saint Joseph's College offers an extensive, fully-accredited spring program. In addition the College also offers a full summer program in Church Music for both graduate and undergraduate credit.

JUNIOR YEAR ABROAD

Students who plan to spend their junior year abroad are to apply to the Office of the Vice President for Academic Affairs at the beginning of their fourth semester.

Students on junior year programs are required to complete all graduation requirements.

ATHLETIC ELIGIBILITY

A student is eligible to participate in intercollegiate athletic contests under the following conditions:

1. Be of approved physical condition as certified by the College physician.
2. Meet the requirements for classification as a regular full-time student at Saint Joseph's College.
3. Be eligible to play in a designated game accordingly to the rules, policies, and approved practices of the *National Collegiate Athletic Association* with respect to amateur standing, length of previous participation, institutional transfer and similar matters. The National Collegiate Athletic Association requires that a participant in intercollegiate athletics be making normal progress. Anyone who is continued on probation is not considered to be making normal progress.

It is the responsibility of the players as well as the coaching staff to know and comply with the letter and the spirit of the athletic policies adopted and approved by the faculty.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Annually, Saint Joseph's College informs students of the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failure by the institution to comply with the act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the following offices: Vice President for Academic Affairs, Registrar, Vice President for Student Affairs, Financial Aids and Guidance Office.

ACADEMIC AWARDS

The recognition of merit in the individual is natural and proper as an incentive to personal and social progress. The awards and prizes listed below represent the College's attestation of the recipient's excellence as demonstrated in a variety of fields. In all cases the College reserves the right to withhold an award if, in the opinion of the judges, none of the entries attains a standard of excellence sufficient to merit the distinction implied by the conferring of the award.

THE DOUGLAS E. BAUER MEMORIAL AWARD

This award was established by the Biology Department and the Biology Club in memory of Douglas E. Bauer (class of 1975) who was killed in an accident while pursuing his graduate degree in biology. The award will be made to a senior in biology or biology-chemistry who meets the following criteria: 1) grade point of at least 3.00; 2) positive attitude toward biology as demonstrated by cooperation with faculty and student peers; 3) determination and ambition as shown in laboratory procedures; 4) pursuit of further education in biology by admission to graduate study. The award shall consist of properly inscribed citation and one year's subscription to a scientific journal of his or her choice.

THE FATHER RUFUS ESSER ENGLISH AWARD

This award is given to the senior English major who has manifested a deep appreciation and knowledge of literature, and who has contributed to the artistic and intellectual development of the College community.

JOHN HEIMANN AWARD

An award to a music major for excellence in scholarship and general musicianship. The Heimann prize is named in memory of the late father of Fathers Ambrose and Lawrence Heiman. Donor: Dr. and Mrs. John B. Egan.

ERNST & WHINNEY SCHOLARSHIP AWARD

A plaque and a scholarship in the sum of \$500.00 are presented annually by the firm of Ernst & Whinney to a junior accounting major (to be used in the senior year) selected by the accounting faculty. The criteria for selection include: (1) major field of study must be accounting; (2) evidence of outstanding ability and potential; (3) the recipient should exhibit some evidence of interest in the field of public accounting; and (4) personal financial need should not be a factor.

JOHN P. HRUZIK ('52) GEOLOGY AWARD

Presented annually to a senior geology student chosen by the geology faculty and Geology Club.

INDIANA CPA SOCIETY AWARD

A plaque is presented annually by the ICPAS to the outstanding senior accounting major. The selection of the recipient is made by the accounting faculty on the basis of criteria which include: (1) achievement of at least a 3.00 index in accounting and also on a cumulative basis; (2) willingness to accept responsibility; (3) extracurricular activities, particularly of a leadership nature; and (4) good moral character.

INDIANA CPA SOCIETY SCHOLARSHIP AWARD

This scholarship was established by the Educational Foundation of the ICPAS to make scholarship funds available to qualified students for the study of accountancy. The grants are made available to students who are residents of Indiana and have completed five semesters of college work leading to a degree in accounting. The amounts of the scholarships are determined annually and are not to exceed \$1,500 per student. Applications are submitted to the Foundation Trustees who consider the following factors in determining the scholarship recipients: (1) academic achievement; (2) college activities; (3) financial need; and (4) appearance and personality.

THE FATHER EDWIN G. KAISER FACULTY SCHOLAR AWARD

Given occasionally to a Saint Joseph's faculty member for outstanding scholarship.

THE FATHER JOSEPH B. KENKEL AWARD

This award is presented annually by the Department of Economics to a junior or senior for scholastic achievement in the study of economics. It is named in honor of Father Joseph B. Kenkel, who served Saint Joseph's College for over forty years, both as a teacher of economics and as President of the College. To be considered for the award, the student must have at least a 3.5 index in economics and a 3.2 overall index.

RICHARD L. KILMER PRIZE IN HISTORY

An award of merit presented annually by the Department of History to a student who has excelled in the field of history and its related areas. The award is in memory of Richard L. Kilmer, former Saint Joseph's professor who died in 1967.

ADAM P. LESINSKY AWARD

Awarded annually to the outstanding member of the Saint Joseph's College Band.

EDWARD PANOZZO PSYCHOLOGY AWARD

A \$250 cash award is given annually to an upperclassman psychology major who reflects the dedicated and intense social service commitment of the late Edward Panozzo.

THE POLITICAL SCIENCE ACHIEVEMENT AWARD

An annual award presented by the Department of Political Science to a senior major who has excelled in the field of political science.

RUTLAND TOOL CORPORATION FINANCE AWARD

A partial tuition scholarship awarded annually to a junior finance major who best combines scholarship and those other attributes which make for the whole person.

**SAINT JOSEPH'S COLLEGE ALUMNI BOARD
SENIOR-OF-THE-YEAR AWARD**

Presented by the Director of the Alumni Association to the senior who has made outstanding contributions to his or her class and the College.

SCHUYLER ROBINSON AWARD

This cash award is for excellence in applied music as demonstrated in public performances. The award is given in memory of the late Schuyler Robinson, former editor of the *Rensselaer Republican* newspaper.

FATHER URBAN J. SIEGRIST AWARD

This award is presented annually to a junior for outstanding achievement in the biological sciences. The award is sponsored by the Biology Club and was established in 1976 in honor of Father Urban J. Siegrist, C.P.P.S. for his many years of service to the College. The selection of the recipient is made by the biology faculty and Biology Club officers on the basis of the following criteria: (1) achievement of at least 3.5 index in biology and of at least 3.2 cumulative index; (2) extracurricular activities, particularly in the Biology Club.

SIGNATURE DIRECT MARKETING AWARD

A plaque and the sum of one hundred dollars (\$100) are presented annually to a student (senior or junior) who best demonstrates a career interest in direct marketing. The selection is made to that individual, who, in the opinion of the Department of Business Administration, has illustrated both a desire to enter direct marketing as a career and the potential to succeed in it. The aforementioned will be demonstrable by academic and extracurricular achievement and an active interest in this field.

TRUSTEES' BUSINESS AWARD

A plaque and the sum of one hundred dollars, donated by the Board of Trustees of Saint Joseph's College, is annually awarded to the student graduating from the Department of Business or Accounting, who, in the estimation of a committee of instruction, is most deserving of the award in view of superior scholarship and leadership in extracurricular activities. In order that a student may be considered for the award he or she must have achieved a 3.00 cumulative index.

WALL STREET JOURNAL AWARD

A year's subscription to the *Wall Street Journal* and a plaque are presented by the Department of Business Administration to a senior business major.

LOUIS B. WHITE AWARD

This special citation of merit is presented annually by the Glee Club to the most outstanding member of the mixed chorus. The award was initiated in memory of Louis B. White '52, former president of the Glee Club, who gave his life for his country in 1953.

J. KEVIN WOODS MEMORIAL AWARD

This special citation of merit is presented annually by the Accounting Club to an outstanding senior. The award, in memory of J. Kevin Woods, accounting alumnus of 1966, who was killed in action in Viet Nam in 1968, was established by his family and friends. A monetary sum determined annually is also presented to the recipient. The following criteria should apply in the annual selection of the student who receives the award: (1) must be an accounting major; (2) must have maintained C grades or better; and (3) the senior accounting majors (not the faculty) select the student most deserving of the award.

DEPARTMENTS, MAJORS, MINORS, DEGREES

Department	Major (36 hrs.)	Minor (18 hrs.)	Group Major (54 hrs.)	Major Degree
Accounting-Computer Science			x	B.S.
Art		x		
Biology	x	x		B.A., B.S.
Biology-Chemistry			x	B.A., B.S.
Medical Technology	x			B.S.
Business Administration	x	x		B.B.A.
The Bachelor of Business Administration degree is granted with a concentration in Accounting, Finance, Management or Marketing. In these four fields a minor is also possible.				
Business Administration-Computer Science			x	B.A., B.S.
Chemistry	x	x		B.A., B.S.
Computer Science	x	x		B.A., B.S.
Communications and Theatre Arts	x	x		B.A., B.S.
Earth Science		x		
Environmental Geology			x	B.S.
Geobiology			x	B.S.
Geophysics			x	B.S.
Economics	x	x		B.A., B.S.
Education Secondary		x		
Elementary	x			B.S.
Engineering				
Five year program*	x			B.S.
English	x	x		B.A., B.S.
Environmental Science			x	B.S.
Finance-Computer Science			x	B.S.
History	x	x		B.A., B.S.
International Studies			x	B.A., B.S.
Languages				
Classical		x		
French		x		
German		x		
Spanish		x		
Mathematics	x	x		B.A., B.S.
Mathematics-Physics			x	B.A., B.S.
Math-Computer Science			x	B.A., B.S.
Music	x	x		B.A., B.S.
Music-Business Administration			x	B.A., B.S.
Church Music				M.A.
Philosophy	x	x		B.A., B.S.
Physical Education	x	x		B.S.

*Two-year Associate Degrees are offered in Biology-Chemistry, Computer Science, Church Music and Liturgy, and in Humanities. Five-year Engineering programs are available in Aeronautical, Chemical, Civil, Electrical, Industrial, Mechanical and Metallurgical Engineering. After three years at Saint Joseph's and two or three semesters at an accredited engineering college, students may qualify for a B.S. degree from Saint Joseph's. After their fifth year, they may qualify for a Bachelor degree in Engineering from one of these universities.

Physics		X	
Political Science	X	X	B.A., B.S.
Psychology	X	X	B.A., B.S.
Psychological Services	X		B.A., B.S.
Religion	X	X	B.A., B.S.
Sociology	X	X	B.A., B.S.

PRE-PROFESSIONAL PROGRAMS

Saint Joseph's College provides not only full degree programs, but also preparatory programs leading to further work in specialized degrees.

The Biology Department provides a major program that fulfills the requirements for pre-medical, pre-dental and pre-veterinary preparation. (See Department of Biology).

The Mathematics Department supervises the program in pre-engineering. (See after listing of Physics courses.)

THE PRE-LAW CURRICULUM

Freshman pre-law students enroll in the college-wide Core program, plus three of the following, depending upon a tentative major: accounting, American government, American history, economics, psychology, sociology, English and a foreign language, preferably French or German. The Core Curriculum offers students and faculty a common experience in reflecting on man, his situation, civilization and purpose. The program combines extensive reading, writing and discussion to promote personal awareness and social responsibility.

All pre-law students should consider the following suggestions:

1. Take courses which require considerable careful writing; precise, accurate written expression is vital in the legal profession.
2. Regardless of one's major, courses in the social sciences — economics, history, political science, psychology, and sociology — should be included within the college program.
3. One year of accounting will prove useful in law study.

A program in pre-law is not under the direct charge of any single department, but a pre-law advisor is available for consultation with any student desiring a pre-law program.

The Association of American Law Schools explicitly states that there is no such thing as one definite, pre-determined pre-law program. Rather law schools stress the need for broad, liberal college education. The "Core experience," which stresses wide reading, group discussion, and writing, forms an excellent base for the study of law.

No major is necessarily better for the pre-law student than others. At Saint Joseph's the traditional or most popular majors for those planning a legal career include: accounting, economics, English, history, philosophy, political science and sociology.

GRADUATION REQUIREMENTS

MAJOR SEQUENCE

The major sequence consists of 36 semester hours of credits in a department. For a group major 54 hours of credit are required in specified departments. *Students should observe special regulations under each department*, especially regarding the prerequisites for major sequences. All degree candidates must complete either a major sequence or group major.

MINOR SEQUENCE

The minor sequence ordinarily consists of 18 semester hours of credit in a department. All students must complete either a minor sequence or a group major.

SEMESTER HOURS AND CUMULATIVE INDEX

1. A minimum of 120 semester hours and a cumulative index of 2.00 are required for graduation.
2. A cumulative index of 2.00 in the major and minor field 3 is required for graduation.

RESIDENCE

Twelve hours of summer session credit are considered equivalent to one semester. Work completed off-campus at a junior college is accepted up to sixty semester hours. Not more than twelve within this maximum of sixty hours may be taken by correspondence. The last thirty semester hours and sixty quality points must ordinarily be completed on the Saint Joseph's College Campus. For exceptions see, "Off-campus degrees" and "Junior Year Abroad."

FOREIGN LANGUAGE

A modern or classical language is not required of all students. German or French is strongly recommended for students planning to enter graduate school. Any student who is a candidate for a bachelor of arts degree is required to take two years of a language or show a two-year competency by passing proficiency exams. Overloads caused by language courses are not charged to the student.

DOUBLE MAJOR

By fulfilling the requirements of two majors during the normal residence period, a student may graduate with a baccalaureate degree in the double major — for example, a bachelor of arts in English and history. This type of degree should not be confused with a group major program, such as biology-chemistry or mathematics-physics,

SECOND BACHELOR DEGREE

A student holding a bachelor's degree from any accredited college may qualify for a second baccalaureate degree by showing at least twenty-four hours toward the second major at Saint Joseph's, and by fulfilling all departmental requirements for the second major.

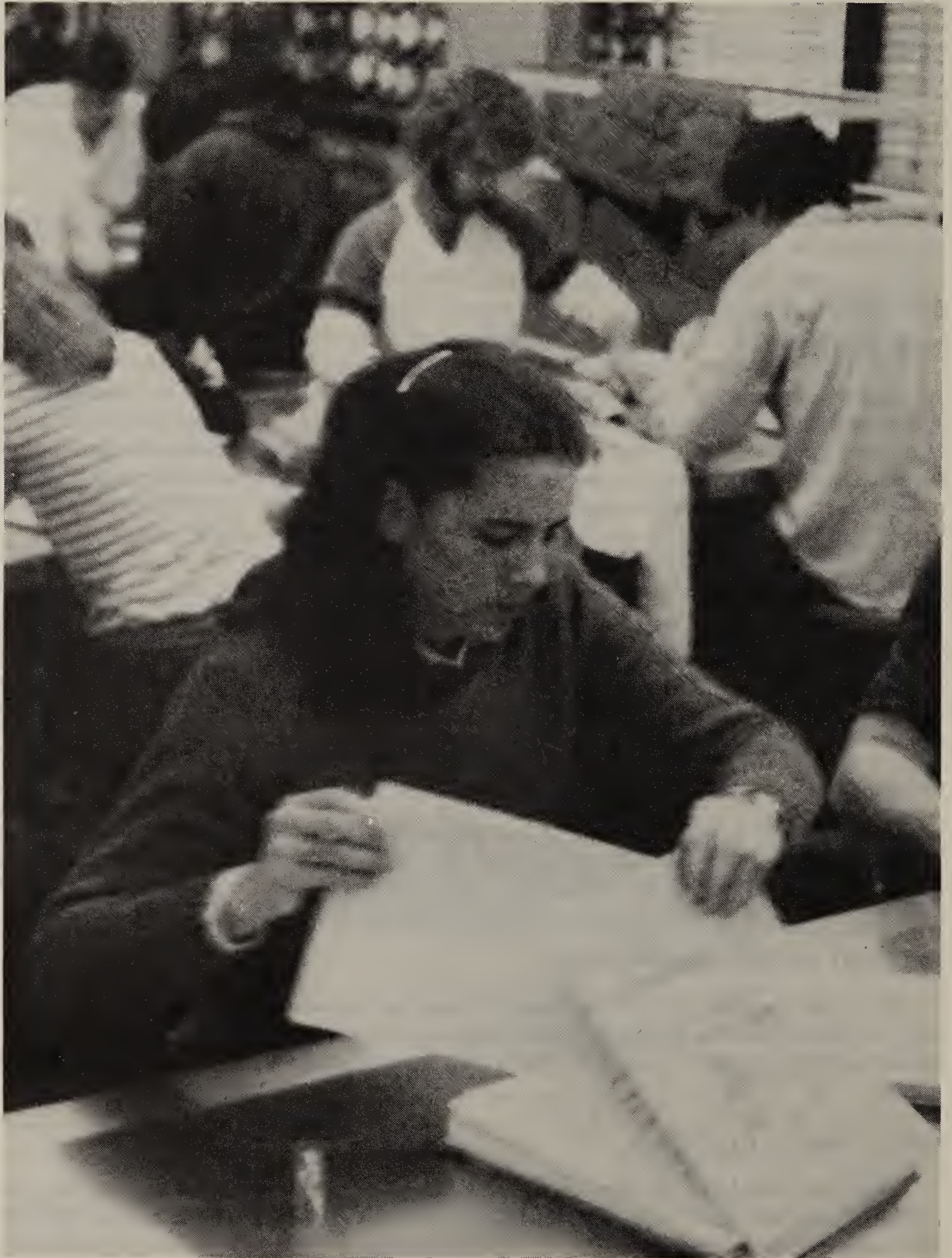
OFF-CAMPUS DEGREES

Students who have attained senior standing after the completion of three years of residence and who have then transferred to a school of law, engineering or medicine may secure the degree as follows: in addition to the normal graduation requirements

candidates will be required to show successful completion of the first year's work in the professional school in which they have enrolled.

Students transferring to a professional school and planning to graduate after the fourth year, may graduate with honors if the cumulative index for work at Saint Joseph's College and at the professional school meets the required standard.

Students majoring in medical technology complete three years of on-campus courses and a 12-month hospital education program.



GRADUATION CHECKLIST

The student is ultimately responsible for the fulfillment of all that is required for graduation. Ordinarily one is held to the requirements of the catalog in force at the time of first enrollment; all subsequent changes will be announced by official bulletins from the Office of the Vice President for Academic Affairs and by the Registrar in the semester schedule of classes.

To assist the student in keeping a record of progress towards graduation, this check list has been prepared. Transfer students may obtain a statement of equivalencies from the office of the Vice President for Academic Affairs. In completing this check list, it is important for the student to remember that the cumulative index is not an average of semester indices. Rather, it is computed by dividing the total number of hours attempted into the total number of quality points earned. Each semester of the student's grade report gives both the semester index and the cumulative index.

Core Requirements: (bind all students with the exception that students in an approved 3-2 program are excused from the science components, Core 5-6).

Core 1	6 sem. hrs.____	Core 2	6 sem. hrs.____
Core 3	6 sem. hrs.____	Core 4	6 sem. hrs.____
Core 5	3 sem. hrs.____	Core 6	3 sem. hrs.____
Core 7	3 sem. hrs.____	Core 8	3 sem. hrs.____
Core 9	6 sem. hrs.____	Core 10	3 sem. hrs.____

MAJOR SEQUENCE: required of all B.A. and B.S. students. 36 sem. hrs. See Department for specific requirements.

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MINOR SEQUENCE: required of all B.A. and B.S. students. 18 sem. hrs. (Students who complete an approved group major fulfill major and minor requirements by the group major.)

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ELECTIVES:

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Students in a B.B.A. program (concentrating in accountancy, finance, management or marketing) must fulfill the following.

Core 1	6 sem. hrs.____	Core 2	6 sem. hr.____
Core 3	6 sem. hrs.____	Core 4	6 sem. hrs.____
Core 5	3 sem. hrs.____	Core 6	3 sem. hrs.____
Core 7	3 sem. hrs.____	Core 8	3 sem. hrs.____
Core 9	6 sem. hrs.____	Core 10	3 sem. hrs.____

COMMON BODY OF KNOWLEDGE: required of all B.B.A. students. 24 sem. hrs.

Acct 11	3 sem. hrs.____	Acct 12	3 sem. hrs.____
Bus 11	3 sem. hrs.____	Bus 12	3 sem. hrs.____
Econ 23	3 sem. hrs.____	Econ 24	3 sem. hrs.____
Fin 23	3 sem. hrs.____	Bus 28	3 sem. hrs.____

MAJOR CONCENTRATION: required of all B.B.A. students. 21 sem. hrs. See Department for specific requirements.

Course No.	Hrs.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

MINOR SEQUENCE: Required of all B.B.A. students.
(Students who complete an approved group major fulfill major and minor requirements by the group major).

Regular Minor Option: 18 sem. hrs. in one non-commerce field.

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Elective Option: 15 sem. hrs. in approved non-commerce fields.

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ELECTIVES: 12 to 15 sem. hrs.

Course No.	Hrs.	Course No.	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ADDITIONAL CHECKPOINTS

- _____ 120 hours required for graduation. 124 hours required in all teacher training programs.
- _____ 2.00 cumulative index required for graduation.
- _____ 2.00 cumulative index required in major.
- _____ 2.00 cumulative index required in minor.
- _____ the last thirty hours must always be taken in residence.

STUDENT LIFE

Admission to Saint Joseph's College bestows on the student a set of privileged rights which have a set of correlative duties. Each student is responsible for knowing, fostering and protecting these rights both individually and collectively. It is understood that the privileges of attending Saint Joseph's College may be withdrawn from anyone who does not abide by the conduct regulations designed to protect and facilitate the exercise of these rights. Saint Joseph's, at the same time, accepts an obligation to provide advisory agencies to educate students in a responsible use of their rights and supervisory agencies to protect students from violation of the liberties prized by the college.

Upon entering the college community, each student is furnished with a Student Handbook in which the specific rules of student conduct are contained. These are official statements developed by appropriate faculty, administration and student committees. Students are to study them. Question of meaning or interpretation should be addressed to college officials, especially the Vice President for Student Affairs. These policies apply to the student from the time of enrollment in the college.

Every effort is made to encourage the student toward self-government in accordance with the ideas of obedience, honesty, courtesy and charity. When, however, students manifest an inability or unwillingness to cooperate with the College in maintaining its regulations and policies, they subject themselves to disciplinary action. Matters of discipline are handled by the Vice President for Student Affairs and the College Appeals Board. The jurisdiction of the Board includes cases of dishonesty, intoxication, immoral and improper conduct, serious violation of campus regulations, or behavior prejudicial to the welfare of the student or the best interests of the College. The penalties imposed by the College may be probation, suspension, dismissal, or other action it may deem advisable.

In matters pertaining to social life, discipline, curriculum and scholarship, all students come under the counsel and supervision of the Vice President for Academic Affairs and the Vice President for Student Affairs, according to the respective jurisdiction of each office. Matters of health are the concern of the College Physician. Administrative officers, assisted by student-faculty committees, make it their purpose to become familiar with student problems and to secure the observance of adopted policies and faculty regulations.

STUDENT ASSOCIATION

All full-time students are members of the Association and are governed by its constitution and By-Laws. Its elected officers plus the four class presidents, the campus-organizational senator, and the elected hall senators comprise the Student Senate. This group combined with its committees provides a channel of communication among students on the one hand and with faculty and administration on the other. This Student Senate is the acting authority for the Association in its normal campus functioning — legislating, nominating, appointing, and directing.

SPECIAL FEATURES OF SAINT JOSEPH'S COLLEGE

A variety of distinctive features makes Saint Joseph's College unique among liberal arts colleges. The extensive lawns, shady groves, and tree-lined drives make the campus very attractive, but it is the people and programs of Saint Joseph's which give the College its distinctive reputation.

THE COLLEGE COMMUNITY

The College is a community of scholars in which students, faculty, administrators and trustees actively participate in academic life on campus, plan for the future of the

College, and work together to achieve their common goals. Many students develop long-term friendships with their professors and other members of the College community through close academic work and various social activities. An outstanding feature of the College is the camaraderie of its students, whose buoyancy and vigor promote the outgoing spirit which permeates the campus. Students at Saint Joseph's show their strong empathy and warm feelings toward fellow human beings in numerous ways: they raise funds through sports marathons and other events, and contribute the proceeds to worthy causes; they participate in volunteer services concerned with mental health, social work, religious activities, and health care; they help to fight fires, they search for lost children, and they donate to local blood banks. A strong spirit of service carries over into their careers of medicine, dentistry, and other health-related fields — into teaching, religious vocations, and counseling — and into service-oriented projects to those who go into the business world.

CORE CURRICULUM

The most outstanding academic program of Saint Joseph's College is its Core Curriculum, which integrates a broad range of general education subjects into a meaningful whole. In essence, Core is a study of man, including his recorded history and current situation, the rise of civilization and development of different cultures, his achievements and current problems, and his reflections upon his existence. One of the most innovative segments of the program is Non-Western Core, which surveys the histories and cultures of Africa, India, China and Japan. It includes a variety of lectures by invited scholars, exhibits of painting and sculpture representative of the cultures, performances of traditional dances and ceremonies, and feature-length films which reflect the non-Western cultures. The other parts of Core also make use of a variety of speakers, materials, and styles of presentation.

Reading, writing, and discussion are strongly emphasized throughout the four years of Core in order to develop the skills of communication which college graduates need to be effective members of society. Students with problems in reading are referred to a reading specialist on the faculty, and those with writing problems are referred to the Writing Clinic. Core class is divided into discussion sections of about 15-20 students each. The small size of these sections gives each student an opportunity to ask questions and to participate in discussion. The discussion leaders strive to bring all members of the class into discussion.

PROGRAM OF CHURCH MUSIC AND LITURGY

A unique offering of Saint Joseph's College is the Rensselaer Program of Church Music and Liturgy, which has achieved an enviable record of recognition throughout the United States and beyond. Students specialize in musical composition, conducting, organ, voice, or music education.

The Church Music-Liturgy Program is Saint Joseph's only area of both undergraduate and graduate degree work. The graduate sequence, leading to a master's degree, is highly acclaimed for its practical, worship-oriented approach and is specially designed for students who can be absent from their posts in summers only.

The graduate faculty includes recognized authorities in church music and liturgy. Witness to the authenticity and quality of the program is the fact that graduates occupy responsible national and diocesan positions from New York to the state of Washington, from Louisiana to Manitoba, Canada. Monsignor James Conroy, writing in *Our Sunday Visitor* in 1967, expressed it well when he boasted of his Alma Mater in these words: "If liturgical music is to flourish in the United States, there is no doubt that Saint Joseph's music program will be listed as one of the contributing causes."

THE COLLEGE LIBRARY

In addition to the usual books and audio-visual collections one finds in college libraries, Saint Joseph's College Library has strong English literature and Catholic collections. The library also has some excellent resources in the areas of non-Western cultures such as Africa, Asia and India. The reference collection is outstanding for a liberal arts college of small size. The library also owns complete files of the New York Times and of the Wall Street Journal on microfilm.

The library is a depository for a selected number of U.S. Government Documents which now number about 100,000 items. These documents supplement the main collection of some 150,000 volumes of books and bound periodicals and 45,000 audio-visual items.

The library also maintains a Curriculum Library of textbooks and other reading materials used in elementary and secondary schools. Education students use this collection to prepare for their courses and practice teaching.

As a member of NIALSA, a regional library cooperative of nearly 50 libraries of different types, the Saint Joseph's College Library has ready access to these collections and supplies interlibrary loan material to its faculty and students upon request. Through its membership in INCOLSA, the library belongs to the OCLC national computer cataloging service. With its OCLC terminal, the library can locate and borrow materials from some 2000 libraries nationwide.

COMPUTER CENTER

Our Computer Center is very well equipped. Computer hardware available for students 'hands on' use includes the following:

- (1) Hewlett Packard 2000F time sharing computing system with 20 on-line CRT Terminals and 20 million characters of disk storage.
- (2) General Automation 1830 computing system with 600 card per minute reader, 600 line per minute printer, and 20 million characters of disk storage featuring two operating systems (batch and multi-programming).
- (3) Several mini analog and micro computers.
- (4) IBM unit record equipment (sorter, interpreter, collator, key-punches).
Some programming languages available are: FORTRAN (three different compilers); BASIC (batch and time sharing); COBOL; RPG; SNOBOL; ALGOL; PL-1; ASSEMBLER

Some application programs available are:

- (1) For Simulation (GASP, SYSTEM DYNAMICS)
- (2) Full scientific subrouting package and statistical system
- (3) COGO, LINEAR PROGRAMMING SYSTEM
- (4) Computer-Assisted Instruction author language (IDF) and Library.

VISITING SCHOLARS PROGRAM

Saint Joseph's College is a community of scholars which effectively interacts with scholars at the national and international levels. Through the generosity and auspices of the Lilly Endowment, Woodrow Wilson Foundation, the Consortium for International Studies and Programs, the Indiana Consortium for International Programs, the State Department, and other sources, leaders in foreign affairs, religious matters, social action, science and business have come to our campus and give lectures, participate in Core, and take part in social activities. The History Department also maintains a Visiting Historian Program which brings historians to the campus.

There are also opportunities for students to take part in study and travel abroad.

PRACTICAL EXPERIENCE

The College offers a variety of programs in which the student can apply knowledge outside of the classroom. These experiences can be helpful in employment after college.

Qualified students in accounting may take part in an *Accounting Internship*, which provides an opportunity to do audits or other accounting work with a professional accounting firm.

After three years of course work, biology students who are accepted by a school of medical technology take part in a year-long *Internship in Medical Technology*. They are often hired by the hospital in which they have had their training.

Students interested in *Marine Biology* may take part in field work at the Gulf Coast Research Lab at Ocean Springs, Mississippi, during the spring term. Science students also take part in field trips to Argonne National Laboratory, industrial laboratories such as those of the Eli Lilly Corporation, and a variety of natural areas in the region.

Students in communications may take advantage of opportunities in *Theatre*, in the *Radio Station* (WPUM-FM), or *Television Studio*.

The *Weekly Practicum in Education* gives education majors an excellent balance between theory and practice teaching *throughout* their college years. Beginning as freshmen and continuing through the senior year, they observe, tutor and teach in classroom situations for two half-days each week. Practice teaching opportunities are also available in local school systems for those who have completed the necessary education requirements.

The Psychology Department maintains an *Experiential Laboratory*, where students may observe pre-school children being taught by the Montessori method. Students also may gain experience by working with the children. A very active group of *Psychology Volunteers* takes part in mental health programs in the community and in state-related clinics and hospitals. In addition to the experience gained by its members, the group has received several awards for its outstanding service.

STUDENT DEVELOPMENT CENTER

Guidance and placement services at the College are united to provide for the integration of academic counseling and career planning. This arrangement enables staff members to serve students continuously from orientation to graduation and even after graduation. A system of referral to department heads, clinical psychologists and members of the campus ministry complements the work of the office.

The academic progress of each student is monitored and each semester a "trouble list" provided by a computer analysis of each student's grades and indices serves as the basis for intensive counseling of those on the list. Freshmen are assigned to a specific counselor through the department head for their first year. Students above freshmen level may select a counselor of their choice. Faculty counselors have access to grades, tests results, and other pertinent information concerning their counselees.

This office supervises the activities of the College's Learning Skills Center where selected students may be urged to make use of computer-assisted instruction in basic learning skills.

A wide range of services is offered in the placement area. New students receive early help in deciding on initial career plans. Through group sessions at the summer preview and fall orientation, freshmen and transfer students discuss choice of major and related career plans. Opportunity is also provided for taking self-graded interest tests as well as for individual counselling on career testing.

Throughout the school year, information sessions on summer employment, internships, and the researching of career areas are made available to interested students. Special workshops might include Liberal Arts Career Day, mock interview sessions (with company recruiter interviewing), and women in management.

In addition to these information sessions, recruiting visits by major firms are arranged. The College newsletter carries weekly announcements of job openings. The Student Development Center also serves as a career information center, which is open for students' use from 8:00 a.m. until 10:30 p.m.

SPRING SESSION—MAY TERM

Saint Joseph's offers a 5-week session each spring during which students normally take 6 credit hours of course work. The session is voluntary and has, in the past, attracted 175-200 students. Courses are quite often innovative and team-taught. Some unique spring offerings have been "The Meaning of Death" as a philosophy or psychology course, "The African Novel" in English, "Consumer Issues" in business administration, and "History of American Presidential Assassinations" in history. Many other more traditional courses are also offered so that students quite often fulfill requirements for graduation in addition to taking an occasional elective course.

A feature of the Spring Session, which is scheduled from early May to early June, is the opportunity to relax in a more easy-going academic and social atmosphere. The classes are smaller, most students live in Justin Hall, and planned social activities include virtually the entire student body. One result of the compact nature of student life is that very often students have met new friends and the group has each year developed its own "esprit de corps."

ALUMNI ASSOCIATION

Organized June 17, 1896, after the charter class of 1891 was graduated, the Alumni Association of Saint Joseph's College was established... "to cherish and strengthen the love of the graduates of Saint Joseph's College for their Alma Mater; to keep graduates of the different classes in communication with the college and with each other; and to bring about an acquaintance and friendship among the graduates of the different years that they may assist each other in attaining these ends." Membership is open to any graduate or former student who leaves in good standing. There are no dues. The College publishes an alumni newspaper which is mailed to all members four times a year without charge. Alumni are invited to return to the campus each year for the annual homecoming weekend held during football season. Chapters of the association are established in cities throughout the country. The association assists the College in: fund raising; student recruitment; publicizing the College in local communities; and placement of graduates.

CAMPUS MINISTRY

The College, recognizing that man does not live by bread alone, wholeheartedly supports the Campus Ministry Program. Four priests and one layperson actively work in this ministry, aided by other faculty, lay and religious. Students are the main target in the various facets of the program and their participation is sought and encouraged. Highpoints in their sharing are seen in religious services where they function as lectors, musicians, and lay-distributors. Other facets of the program include: student retreats, Bible-study program, ecumenical services, vocation days, and Pre-Cana.

ATHLETIC AND RECREATION PROGRAMS

Saint Joseph's College is proud of the student participation in the athletic program offered by the Department of Athletics. The intercollegiate program offers the opportunity to the student to participate in the sports of football, golf, volleyball, cross-country, basketball, wrestling, gymnastics, baseball, tennis, soccer and track on an interscholastic basis. At the same time the intramural program offers the opportunity to the students to participate in those same sports plus bowling, floor hockey and weekend

activities of a special nature on an intraschool basis. Approximately seventy percent of the students on campus do participate in one or more of these activities.

The area for outdoor activities is more than ample to meet the need of recreational activities for the students. The facility layout includes nine football fields, a baseball diamond, many softball diamonds, a soccer field, five tennis courts and free play areas. The indoor facilities include a fieldhouse with four basketball courts, a gymnastics deck and a weight training room. In addition, Raleigh Hall provides adequate space for the wrestling program and a free exercise area for gymnastics, and the student center provides a ballroom for dance and social events.

The Lake Banet Recreational Area on the west side of the campus has facilities for swimming, boating and fishing, as well as picnic shelters and playing fields. The lake is also studied by ecology and geology classes.

CAMPUS ACTIVITIES AND SOCIAL EVENTS

The College, the Student Association, the Student Union Board, and student clubs maintain varied programs of academic, athletic and social activities. Homecoming Weekend is the major event during the fall. The "Little 500" race for go-karts brings back many alumni and friends for a big weekend during April.

In addition to its programs of social, cultural, and athletic events, Saint Joseph's College offers a broad range of leisure activities which may enrich the student's college years and develop creative outlets for the years that follow. Facilities and instruction are available for activities such as tennis, golf, playing musical instruments, photography, crafts, drawing, chess, bridge and other card games.

The Office of the Vice President for Student Affairs will provide what help it can for married students who seek housing in town.

DINING SERVICE

Saint Joseph's College Dining Service feeds 950 persons on a 20 meal per week contract. Most students eat at Halleck Cafeteria located in the Student Center.

Saint Joseph's College Dining Service not only feeds its students on a regular basis, but caters many special events on campus. The Dining Service presents students with special dinners at Thanksgiving, Christmas, and Easter; and prepares food for picnics both on campus and at Lake Banet. In addition, more than 20 clubs sponsor banquets, usually served in the Halleck Center ballroom. Clubs, residence halls, and classes are permitted to sponsor special events for which boarding students receive discounts by substituting their regular meal.

Dining Service performs special events for the members of Saint Joseph's community at cost. Day students who are not boarding are permitted to eat meals in Halleck Cafeteria at specially reduced door prices.

The Student Association at Saint Joseph's College has a standing committee for dining services. The Food Committee chairman is appointed by the president of the Student Association for a one year period. The chairman then appoints members of the committee; generally there is one individual appointed from each residence hall.

The student Food Committee exists to advise the Director of Dining Services about student likes and dislikes. The committee is a think tank of new ideas and suggestions ever to improve the quality of meals served. In the past the Food Committee has presented hundreds of suggestions, most of which have been implemented by the Dining Services management.

While school is in progress, during Fall, Winter and Spring Sessions, the college Snack Bar is open to provide our students with early morning coffee and late night snacks. The Snack Bar is located in the basement floor of Halleck Student Center and complements the game and pool rooms.

OTHER SERVICES

BANK

For the convenience of students, the College maintains a student deposit account in the business office where students may deposit their savings. Students may also take out short-term loans from the College.

BOOKSTORE

The College Bookstore, located in Halleck Center, carries textbooks, stationery items, clothing, gifts, greeting cards, cosmetics and other supplies.

HEALTH SERVICE

All students admitted to Saint Joseph's for the first time are required to take a health examination. The history page is to be filled out by the student, and the medical examination blank by a physician. This report is to be received in the Student Health Center prior to registration. No student is permitted to register or to be housed until this form has been received.

The College physician has regular hours on campus; at other times a nurse is on duty. Major accident cases or illness of a serious nature are rendered to the hospital, or, when possible, to the student's own physician.

Information concerning a voluntary accident and sickness insurance may be obtained at the Health Center.

LAUNDRY SERVICE

A private agency operates a commercial laundry on the campus and will handle campus laundry at a special rate. This agency also operates a laundromat where the student may use automatic washers and dryers.

MAIL, TELEGRAMS, BAGGAGE

Saint Joseph's College has its own post office branch. All mail, telegrams, express and baggage should also be addressed to Saint Joseph's College, Rensselaer, Indiana 47978.

PERSONAL PROPERTY

The College is not responsible for loss of, damage to, personal property of the student from any cause. "Homeowner's" insurance policies generally cover personal property losses of dependents at college. Parents are urged to have an "extended coverage rider" on their personal property insurance policy to protect themselves in the event of loss. The College does not furnish this kind of insurance to students.

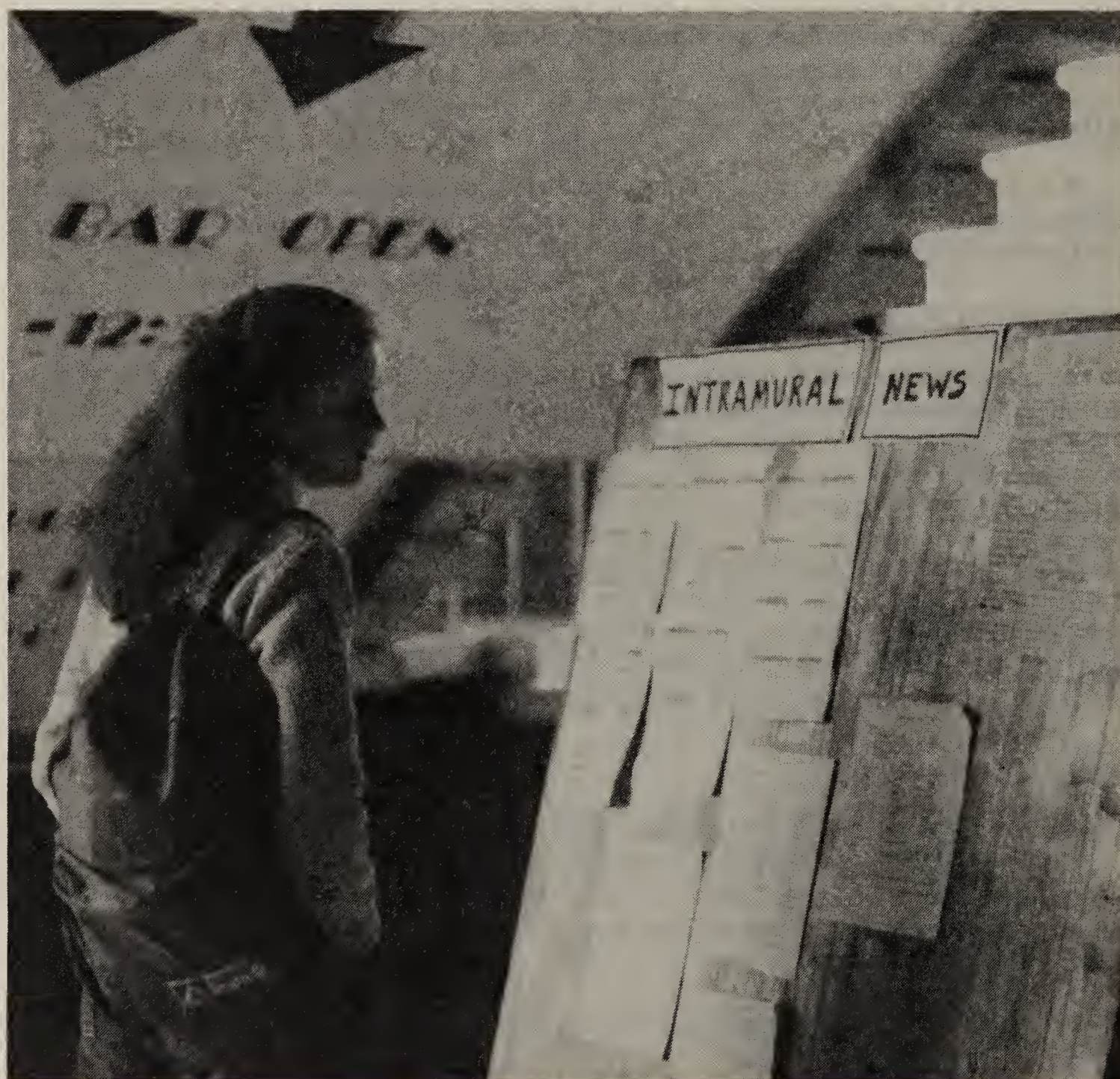
TELEPHONE

Saint Joseph's College switchboard telephone number is (area code 219)-866-7111. The College switchboard is open for twenty-four hours each day during the school year. Incoming calls can be placed through the switchboard to telephones on each floor of campus residence halls. When calling long distance, parents or friends are advised to

call person-to-person to insure that they are connected with the proper party. Callers can dial direct to the pay telephone in each campus hall. Pay phones in each hall floor are as follows:

Aquinas Hall	
second floor	866-7968
Bennett Hall	
first floor	866-7943
second floor	866-7996
Gallagher Hall	
first floor	866-7984
second floor	866-7974
third floor	866-7975
Halas Hall	
first floor	866-7976
second floor	866-7948
third floor	866-7940
Justin Hall Lounge	
	866-7957
	and 866-7947

Justin Hall East Wing	
first floor	866-7993
second floor	866-7902
third floor	866-7901
Justin Hall West Wing	
first floor	866-7997
second floor	866-7998
third floor	866-7995
Merlini Hall	
first floor	866-7985
Noll Hall	
first floor	866-7959
second floor	866-7913
Seifert Hall	
East Wing	866-7956
West Wing	866-7960



ACADEMIC OFFERINGS

The Core Curriculum (General Education)

Objectives of the Core Program

The general education requirements of the College are incorporated in a single four-year sequence common to all students and totalling 45 credit hours.

Saint Joseph's College adopted the Core Program because it was seen to be a better way to achieve the goals and purposes of the institution, a Catholic liberal arts college, than the more traditional approach to general education. Core is integrative, rather than distributive, in its structure. Core gives the entire student body, and as many members of the faculty as possible, a common experience in reflecting on man, his situation, civilization, and culture, his achievements and problems, his meaning and purpose.

The switch to Core demanded radical changes in schedules, in departmental offerings, in course assignments, and in many other long-held policies and ideas. But what was asserted most emphatically in the change-over was that the institutional commitment to Core expressed the judgment of the whole Saint Joseph's College community that general education is at least as important as the student's major. The structural reminder of this commitment is the central role which the Core Program fills in the college's course offerings throughout all four years of the normal bachelor's program.

In order to offset the trend toward hyper-specialization or vocationalization in most of American higher education. Core is strongly generalist and humanistic. It emphasizes the project of becoming a "self worth being," of leading a genuinely human existence, as the basic issue of liberal education. Though the content of each semester of Core varies, the program maintains an overall common and constant concern for human values, a concern which either is carried over from Core into other courses by both students and faculty or reinforces the humanistic perspectives already present in those courses.

Finally, any number of more specifically philosophical positions are implied in either the interdisciplinary or the personalist commitments of the Core Program. Core stands against the depersonalization of man that is the bent of the reductionist type of thinking of so many contemporary intellectuals. The program maintains an openness to insights into the nature of man and the human situation that come from a whole range of academic disciplines and methods. No method which can shed light on human meanings and values is theorized out of existence or into nonsense on an apriori basis. The traditional approach of the liberal arts is broadened to welcome the fruits of the studies of modern psychology, sociology, and other sciences of man. But what Core strives to do is to inform with a common purpose the whole mass of conflicting interests spawned by the hyper-specialized curricula of the mainstream of contemporary higher education.

Structure of the Core Program in General

The Core Program replaces what used to be a 54-credit, mainly lower level and distributive approach to general education with a 45-credit, integrative and interdisciplinary set of semester programs very evenly spread out over the four years of college education. In place of a required number of courses from several separate departments, Core involves a 6-credit interdisciplinary course in all but the last of the eight semesters usually taken by the student.

The following table shows the simple structure and rhythm of the Core program:

- Freshman: Core 1 — The Contemporary Situation (6 credits)
- Core 2 — The Roots of Western Civilization (6 credits)

- Sophomores: Core 3 — The Christian Impact on Western Civilization (6 credits)
 Core 4 — The Modern World (6 credits)
 Juniors: Cores 5 & 6 — Man in the Universe (6 credits)
 Cores 7 & 8 — Non-Western Studies (6 credits)
 Seniors: Core 9 — Toward a Christian Humanism (6 credits)
 Core 10 — Christianity and the Human Situation (3 credits)

The Overall Unity of the Program

As the necessary complement to this brief listing of the individual segments of Core, it is important to stress the overall integration of the segments into a single general education program which has a very definite rationale and developmental unity operative throughout all four years. The following paragraphs should clarify the overall intent of the Core Program.

The first semester of the freshman year begins with "The Contemporary Situation" because the main objective given to Core 1 is self-discovery and self-assessment. The student is invited to take inventory of his or her personal and our communal problems and resources: As a young man or woman in twentieth century America, what outlooks and values have I adopted? What are the prospects and hopes for creating a meaningful personal existence and a just society?

The time span allotted to Core 1 extends back to 1914, not for arithmetic convenience or to relieve other Cores of some years of content, but to attain a very specific purpose. The student's edifice of meaning was constructed under the influence of his or her parents and grandparents, as well as that of peers, teachers and so on. By becoming acquainted with the events and hopes and crises of those immediately ancestral generations, the student can discover the impact of the past on the living present, the relevance of history to human existence. This is not approached in service to any particular philosophy of history, whether spiral or cyclical or whatever, but in terms of the simple facts of life that our meanings are shared meanings and that our existence is an historical existence. The complement to the future-looking dimension of hope in human existence is the past-regarding dimension of memory. With the establishment of this dialectic between hope and memory, Core 1 opens the student to the historical sections of Core in the following three semesters.

Cores 2, 3 and 4 — the second semester of the freshman year and the two semesters of the sophomore year — seek to encounter the origins of Western Civilization and follow its subsequent development. Core 2 concentrates on the Hebrew, Greek and Roman civilizations, studying them in their roles as foundation stones upon which our Western Civilization has been built. Core 2 seeks to find in these civilizations the roots of our present Western Civilization.

Core 3 studies the development of Western Civilization from the beginning of the Christian Era to the beginning of the "Modern World." Basic to this period is the introduction of Christianity. Core 3 studies the birth of Christianity, its meeting with and effect upon Graeco-Roman Civilization, and its influence in shaping the Western World. The purpose of Core 3 is to show how the sixteen hundred years from the birth of Christ to the birth of the Modern World prepared and shaped Western man to the point at which that Modern World could be born.

The Modern World is approached, in Core 4, in an at least partly dialectical fashion by studying the interplay of currents of thought from 1600 to 1900. The Baroque, the Enlightenment, the conflict between Romanticism and Realism, the Revolutions, the Age of Progress — especially the images of Man, of Nature and of God that go along with each of these — such is the complex material of Core 4. Overall, however, the achievements and disappointments of those 300 years do exhibit a certain logic of development which makes understandable the ambivalence and trepidation with which Western man entered the twentieth century. Thus, at the end of Core 4 students

have worked their way, with enriched historical understanding and development of critical acumen, back to the starting point of Core 1.

Though Cores 1 through 4 did attempt to deal with 4,000 years of Judaeo-Christian tradition and 2,800 years of Western Culture, there is still a greater challenge to the imagination and sensitivity of the student to come in the junior year. Non-Western Core (Cores 7 & 8) transports the students out of the West in order to invite them to meet and to learn to appreciate fellow human beings who have created cultures quite different from their own. The great cultures of India, China, Africa and Japan, whether in terms of complementarities or contrarities or correctives, have much to teach us, in spite of our boasts of Western superiority.

In addition, the "Story of Man" that science tells, in the concurrent Core Science segment (Cores 5 & 6), is a story which speaks of billions of years of cosmic and biological evolution and of a cosmos of fantastic dimensions, but which is still man's home. If Cores 2, 3 and 4 put us in touch with our cultural roots, Core Science reveals how intimately our human lives are connected with all of life and with basic cosmic processes: our cosmic and biological roots. The two programs of the junior year do however converge — whether by political, economic, ecological, metaphysical, or religious paths — on the reality of the oneness of the family of man.

Finally, the first three years of Core (Cores 1 through 8) can be regarded as more analytic than anything else, in the sense that they provide information about, perspective on, and appreciation of all things human. The senior year proposes to tie together all of the preceding materials of the Core Program in a synthesis that is deeply and thoroughly Christian. Core 9 works at such a synthesis in terms of theory and principle, whereas Core 10 applies those principles in a spirit of Christian responsibility in a world where man is more and more assuming conscious and deliberate control of the course of evolution.

Progress From Core 1 Through Core 10

Another rather interesting perspective on the total Core Program lies in the broadening and deepening of awareness that occurs as the students move from one semester to the next. Without restricting individuals to this pace or rhythm of development and recognizing sadly but realistically that it does not work for everyone, the focus of the content of the Core segments and the invitation to value commitment do significantly grow from semester to semester. In Core 1, the focus is the "self" in twentieth century "America" (although the limitations of this focus are revealed in the final sections of Core 1); Cores 2 through 4 broaden that perspective to include the origins, development and recent condition of "The West"; with the junior year of Core the student is invited to cope with the concepts of "cosmos" and "Spaceship Earth"; and in Cores 9 and 10 questions of ultimate meaning and deepest commitment are treated, the "Alpha and Omega" of human existence and "the one thing necessary" of the New Testament.

Some Pedagogical Specifics

The mechanics of the Core Program are structured in such a way as to respect both the interdisciplinary and the personalist dimensions of Core. The typical 6-credit segment of Core involves four contact-hours per week; two hour-long lectures in the College Auditorium (at which the entire freshman, sophomore, junior or senior class is in attendance), and two hour-long discussions in a group of about 18 students and one professor. What might at first seem to be an overly generous allocation of credit hours to the normal semester of Core — six credits for four contact-hours — is more than adequately justified in view of the very large amount of reading and writing assigned to the program. And though the preceding comment emphasizes individual student work, it is generally in the discussion sessions that the readings, the lectures and the student's own reflections really come into focus.

The roles of a faculty member in the two scheduled parts of Core are quite different. As a lecturer in the Auditorium meetings, the professor presents himself or herself as an expert in commenting on a reading assignment or a related topic in a scholarly yet pedagogically appropriate fashion. In the discussion situation, however, the professor often has to assume the position of a co-learner, since the topic under discussion may well come out of a field of study which is not one's own area of specialization. The excitingly different types of faculty-to-faculty and student-to-faculty relationships which this structure demands and favors have radically revitalized the academic community of Saint Joseph's College.

1982-83: The Fourteenth Year of Core

Since the Core Program was implemented with the freshman class of September of 1969, Saint Joseph's College is in its fourteenth year of offering this innovative general education program. The graduating class of 1982 was the tenth class to have completed the full cycle of the Core Curriculum. During these years, the program has been under the scrutiny of a whole battery of committees; it has been evaluated and revised on a year-by-year basis.

Relationships among the academic departments have changed quite a bit. Professors from up to ten different departments have had to sit down together and come up with a single set of readings and lectures for the semester of Core with which they are charged. The same group has had to listen to one another lecture to the entire Core class (300+ students and 12 or so professors). These experiences have made the faculty come to know and respect one another much more than they did before Core.

Professors have also carried a wealth of materials, ideas and methods out of Core into the course offerings of their departments. The discussion approach used in Core has given many professors a new respect and confidence in their students. And students, with an extensive common fund of Core readings and lectures, have carried discussion of issues into the dining and residence halls. Thus the Core Program not only complements the specialization the students acquire in their majors, but it actually strengthens the major programs at the college. Saint Joseph's College is of the opinion that it can offer students an educational experience which combines a strong major with an exceptional general education program, and that both programs gain from such a combination.

Saint Joseph's College is definitely committed to the Core Curriculum and the humanizing and liberating educational experience which it represents. Core expresses this college's manner of structuring a liberal arts education which respects both the concern for human values of the liberal arts tradition and the career preparation and specialization which the contemporary world demands of college graduates.

Core Curriculum Requirements for all Students

Students always take the Core course proper to the class levels at which they are registered. The only exception provided for in this catalog is that students in an approved 3-year science sequence will take Core 7, 8, 9 and 10 in their junior year. Transcripts of transfer students will be evaluated and their general education requirements established by the Vice President for Academic Affairs, who alone has the authority to make exceptions to the Core requirements.

Core 1. The Contemporary Situation

6 hours

A study of the human situation in the twentieth century with its crises and achievements. The course aims at student involvement in the world through reflection and communication. Required of all freshmen.

Core 2. The Roots of Western Civilization 6 hours

A study of the Hebrew, Greek and Roman civilizations in their roles as roots of Western Civilization. Core 2 stresses the intellectual, artistic, religious and social contributions of these civilizations to our modern Western Civilization. Required of all freshmen.

Core 3. The Christian Impact on Western Civilization 6 hours

A study of the growth of Western Civilization from the beginning of the Christian era to the emergence of the "Modern World." The intellectual, artistic, religious and social growth of these years is emphasized. Required of all sophomores.

Core 4. The Modern World 6 hours

A study of the larger movements of civilization from the seventeenth to the twentieth century with emphasis on contemporary relevance. Required of all sophomores.

Core 5-6. Man in the Universe 6 hours

This course, extended through two semesters, studies the emergence of the human species in the course of cosmic, biological and cultural evolution and assesses the theoretical and practical impact of the natural sciences on the human situation. Required of all juniors except those in an approved 3-year science program.

Core 7-8. Non-Western Studies 6 hours

An examination of civilizations other than our own. By studying other cultures the student gains a new perspective and insight into the institutions and thought of the Western world. Extended through two semesters and required of all juniors.

Core 9. Towards a Christian Humanism 6 hours

This course attempts to point up the possibility of a Christian view of man by an examination of the general problems of humanism, religion, Christianity, and Catholicism. It applies psychological, sociological, philosophical, and theological considerations to the material provided by the previous Core experience. Required of all seniors, and of juniors in an approved 3-year science sequence.

Core 10. Christianity and the Human Situation 3 hours

A consideration of contemporary ethical problems in the perspective of Christian faith. The format is the seminar approach, with students doing individual research, making oral presentations to the group, and drawing out the practical implications of the encounter between their major and the Core 9 material — the practice, therefore, of Christian Humanism in today's world. As far as possible, the content of Core 10 will be student-oriented topics. Required of all seniors and of juniors in an approved 3-year science sequence.

Area of Commerce

(Bachelor of Business Administration)

The degree Bachelor of Business Administration may be granted in one of four concentrations: accountancy, finance, management or marketing. All candidates will take the College's Core Curriculum, a Common Body of Knowledge in the field of commerce, upper-level course work in the concentration, one of two minor options outside the area of commerce, and electives. See each concentration for specific requirements.

The Common Body of Knowledge

All candidates for the B.B.A. must fulfill the following common requirements of 24 credit hours: Freshmen—Accounting 11-12, Business 11-12; Sophomores—Economics 23-24, Finance 23, Business 28.

MINOR IN BUSINESS ADMINISTRATION

The commerce area offers, for the benefit of non-commerce majors, a complete minor program in Business Administration. It is comprised of the entire Common Body of Knowledge taken by commerce majors, without Statistics. Hence, this minor includes Accounting 11-12, Business 11-12, Economics 23-24, and Finance 23.

CONCENTRATION IN ACCOUNTANCY

The Accounting Concentration provides the fundamental courses which are to prepare the student for entrance into the profession of accountancy, including public and private accounting practice or government service. Upon completion of this program of study, the student becomes eligible for the bachelor's degree in business administration, and may secure through experience and state examination the status of certified public accountant.

In the field of public accounting there are opportunities in municipal and private auditing, system design and installation, cost and tax work. Federal and state governments provide opportunities for accountants in a wide variety of activities, including income tax and other taxation, farm administration, banking, interstate commerce, and the like. In private accounting practice, thoroughly trained accountants have opportunities for advancement into executive, financial and auditing or cost accounting positions.

There are two routes available to those wishing to concentrate in accountancy, that of preparation for Certified Public Accountancy and that of General Accountancy. In addition to the Common Body of Knowledge, these programs have specialized requirements.

Departmental Requirements:

1. For those concentrating in preparation for Certified Public Accountancy, requirements include Acct 23-24, 31-32, 33-34, 35-36, 45-46, 47 and 54.
2. Those in General Accountancy must take Acct 31-32, 33, 35-36, 45 and 47.
3. Both concentrations require either a minor of 18 credit hours, in a field outside the commerce area, or a block of 15 credit hours in non-commerce courses. These latter are to be selected with the advice of the departmental faculty.
4. A group major in Accounting-Finance requires the following: The Common Body of Knowledge; Accounting 31-32, 33, 35-36, 45 and 47; Finance 33, 36, 40, 48 and six hours elected from 43, 44 or 50.
5. A group major in Accounting-Computer Science requires fifty-four hours composed of the following: Accounting 11-12, 31-32, 33, 35-36, 45 and 47; Computer Science 10, 22, 26, 31, 33, 34 and 53. Six additional hours in accounting or computer science can be determined in consultation with the student's major professor.
6. The requirement for a minor sequence in Accounting is eighteen hours including Accounting 11-12, 31-32, 33, and three elective hours.

Suggested Program: Accountancy

1. Freshmen take Cores 1-2, Accounting 11-12; Business 11-12; and two non-commerce electives.
2. Sophomores take Cores 3-4, Economics 23-24; Business 28; Finance 23; and Accounting 31-32.
3. Juniors take Cores 5-6, 7-8; Accounting 33, 35-36 and a non-commerce elective. Those in Certified Public Accountancy also take Accounting 23-24, 34.
4. Seniors take Core 9-10; Accounting 45, 47; and two non-commerce electives. Those in Certified Public Accountancy also take Accounting 46 and 54.

COURSES IN ACCOUNTING**11-12. Principles of Accounting** 6 hours

A fundamental course in accounting. The course is presented so that the student is properly prepared in the theory and techniques of accounting that are necessary for the advanced course. Emphasis is placed on the solution of accounting problems.

23-24. Business Law 6 hours

This course is designed to acquaint the student with those phases of law most frequently met in business. The selected areas of study include contracts, negotiable instruments, agency, sales, partnerships, corporations, property and torts.

Prerequisite for Accounting 24: Accounting 23.

26. Systems Analysis For Accounting (Comp. Sci. 26) 3 hours

To learn how to approach and solve problems using quantitative methods as applied to the data processing equipment available. Input, output, and storage design of data and data-structures. The course includes the normal steps in the complete development of a data processing system for business enterprises. COBOL or RPG languages will be used in programming the applications studied.

Prerequisite: CS 5 or CS 10.

31-32. Intermediate Accounting 6 hours

An investigation into the form and content of financial statements with emphasis on accounting for assets, liabilities and corporate capital accounts. Techniques for analyzing and interpreting financial statements are also considered. Consideration is also given to the funds statement and cash-flow statement.

33. Cost Accounting 3 hours

A study of the basic terminology, concepts, and techniques of cost determination. Job order, process, and standard cost systems are explored through the medium of problems.

34. Advanced Cost Accounting 3 hours

This course is designed to familiarize the student with analytical interpretation of cost data. The areas of budgetary controls, direct costing, cost-volume relationships, and variance analysis are given special consideration.

Prerequisite: Accounting 33.

35-36. Advanced Accounting 6 hours

Advanced partnership accounting problems and special transactions resulting from consignments, installment sales, and home office/branch accounting are considered. Special emphasis is placed on the preparation of consolidated statements of financial condition and income. Consideration is also given to statements required of fiduciaries and to governmental accounting problems.

43. Pro-Seminar in Accounting Theory 3 hours

An introduction, by means of directed reading and individual projects, to the methods of accounting research and the theory of accounts.

45-46. Income Tax Accounting 6 hours

This course is designed to familiarize the student with the federal income tax laws by means of lectures and practical problems. It is devoted to an intensive study of the income tax laws as they apply to individuals, partnerships, and corporations.

47. Auditing 3 hours

A course designed for those intending to enter the profession of public or private accounting. The responsibilities of auditors and the regulations applying to the profession are studied, with special reference to the rules of professional conduct for members of the American Institute of Certified Public Accountants. Various types of audits and their purposes are analyzed. Certificates are studied and prepared.

53. Internship**3 hours**

To those students who qualify to participate in the Accounting Internship Program of the Accounting-Finance Department of Saint Joseph's College, 3 hours credit will be awarded for above average completion of the internship period with professional accounting firms. Achievement will be based upon the written report of the intern which will have to be submitted to the department. The report shall cover his or her activities, the conducting of audit in professional firms, and other suitable topics as elected by the faculty advisor. The department shall work in conjunction with the supervisor of interns with each respective professional firm which agrees to cooperate and work jointly with the Accounting Department of Saint Joseph's College.

54. C.P.A. Review**3 hours**

This is a team taught course which provides an intensive and comprehensive review of accounting. It is designed to help prepare students to sit for and successfully pass the uniform Certified Public Accountants' examination. Areas covered include: intermediate, advanced, theory, cost, auditing, income tax, quantitative methods, and business law. A mock, mini-C.P.A. examination is given at the end of the course. Students enrolled in this course are expected to take the May CPA Exam.

55. Independent Study**1-3 hours****CONCENTRATION IN FINANCE**

The Finance concentration provides academic training in financial analysis and management. Courses offered give the student a general foundation in the acquisition and control of the finances of the national and multinational corporation. The Finance concentration is designed for securing positions in institutions such as banks and investment firms, and the financial regulatory agencies of the federal and state governments.

In addition to the Common Body of Knowledge, this program has specialized requirements.

Departmental Requirements:

1. For the concentration in Finance, requirements include Finance 33, 36, 40, 43, 44, 48 and 50.
2. A minor of 18 credit hours in a field outside the commerce area, or a block of 15 credit hours in non-commerce courses is required.
3. A group-major in Finance-Accounting requires the following: The Common Body of Knowledge; Finance 33, 36, 40, 44, 48 and 50; Accounting 31-32, 33, 35-36 and 45. Three additional hours in finance or accounting can be determined in consultation with the student's major professor.
4. A group-major in Finance-Computer Science requires fifty-four hours composed of the following: Finance 23, 33, 36, 40, 48 and 50; Computer Science 10, 22, 26, 31, 33, 34 and 53; Business 28. Twelve additional hours in finance or computer science can be determined in consultation with the major professor.
5. The requirement for a minor sequence in Finance is eighteen hours including Finance 23, 33 and 36.

Suggested Program: Finance

1. Freshmen take Cores 1-2; Accounting 11-12; Business 11-12; and two non-commerce electives.
2. Sophomores take Cores 3-4; Economics 23-24; Finance 23 and 33; and Economics 28.
3. Juniors take Cores 5-6, 7-8; Finance 36 and 40; and two non-commerce electives.
4. Seniors take Core 9-10; Finance 43, 44, 48 and 50; and one non-commerce elective.

COURSES IN FINANCE**21. Personal/Family Finance 3 hours**

This course is designed to assist the young person or young family in making sound financial decisions relative to the principles and practices of: budgeting, installment purchasing, using saving institutions such as banks or saving and loan associations, the wise purchasing and financing of a home, purchasing life and automobile insurance, preparing a will, estate planning, and purchasing common stocks.

No background in Accounting or Finance is required, and the course is open to all students regardless of their major field of study.

23. Principles of Finance 3 hours

A fundamental course in finance. The course is presented so that the student may obtain an overview of corporate finance, investment theory and the American financial system. The theories and techniques of financial reasoning are stressed.

33. Corporation Finance 3 hours

A study of the financial problems involved in organizing and managing a corporation. Includes the financial aspects of: risk vs. return; financial analysis; management of cash, accounts receivable, and inventory; management of fixed assets and capital budgeting; and cost of capital. Problem solving supplements lectures.

36. Investment Analysis 3 hours

This course is designed to familiarize the young person with techniques necessary to make sound financial decisions when contemplating the purchase of common stocks. Included are the treatment of investment objectives, investment institutions such as the organized stock exchanges and over the counter markets, sources of investment information, and the formation of appropriate investment policies for individuals and families. The traditional risk approach to investment analysis is used with the major semester project being an in depth security analysis.

40. Financial Analysis and Control 3 hours

A study of the character and importance of the respective items in financial statements with critical analysis and interpretation of statements of business enterprises. With the knowledge gained from the foregoing, estimating income and expense, profit-planning and control, measuring operating efficiency, and enforcing budgets are reviewed.

Prerequisite: Finance 33.

43. The American Financial System 3 hours

A critical study dealing with the institutional framework of the economy by which savings and credit are made available to business, consumers, and the government, together with an analysis of the impact of the various flows of funds on the total economy. Among the institutions covered are: federal financial institutions, commercial banks, savings and loan associations, insurance companies, investment and pension funds, investment banking, and the money and capital markets.

44. International Finance (Economics 44) 3 hours

This course encompasses the financial problems which arise in the conduct of foreign trade and other international transactions. The topics covered include: international payment systems, foreign exchange controls, variation of exchange rates, methods of financing imports and exports, balance-of-payments analysis, international financial institutions and capital markets, and problems of international liquidity.

48. Problems of Financial Management 3 hours

This course presents a series of comprehensive financial problems by which it is intended to perfect the student's ability to utilize the methods and techniques of financial analysis and management acquired in previous courses. The case method is used throughout the semester.

50. Seminar in Finance**3 hours**

A general seminar which includes financial problems peculiar to business finance, investment management, and bank management. The content depends on current developments in finance. In general, financial problems are examined both from the viewpoint of business management and that of the economic system. The ethical-historical approach is utilized.

55. Independent Study**1-3 hours****CONCENTRATION IN MANAGEMENT**

The courses in Business Administration (Management and Marketing) have been designed to provide the knowledge required for positions in business. Their aim is to combine specific preparation with a background in general education, which with experience should enable one to assume positions of higher responsibility more rapidly and competently.

Departmental Requirements; Management

1. In addition to the Common Body of Knowledge, requirements include Business 21, 22, 32, 35, 39, 41 and 42.
2. A minor of 18 credit hours in a field outside the commerce area, or a block of 15 credit hours in non-commerce courses is required.
3. A group-major in Business Administration-Computer Science requires the Common Body of Knowledge; 18 credit hours of Business courses including Business 21, 32, 35, 39, 41 and 42; 21 credit hours in Computer Science including Computer Science 10, 26, 31, 33, 34 and two of the following: 29, 30 or 53.
4. A group major in Music-Business Administration requires the Common Body of Knowledge; 18 credit hours in Business courses and 21 credit hours in Music courses.

Suggested Program:

1. Freshmen take Cores 1-2; Accounting 11-12; Business 11-12; two non-commerce electives. Computer Science 10 is advised.
2. Sophomores take Cores 3-4; Economics 23-24; Finance 23; Economics 28; Business 21, 22 and 28.
3. Juniors take Cores 5-6, 7-8; Business 32, 35 and 39; two non-commerce electives.
4. Seniors take Cores 9-10; Business 41 and 42; one non-commerce elective.

CONCENTRATION IN MARKETING**Departmental Requirements: Marketing**

1. In addition to the Common Body of Knowledge, requirements include Business 21, 31, 32, 36, 39, 41, and 42.
2. A minor of 18 credit hours in a field outside the commerce area, or a block of 15 credit hours in non-commerce courses is required.
3. See under Management for the requirements in the group-majors of Business Administration-Data Processing and Music-Business Administration.

Suggested Program:

1. Freshman take Cores 1-2; Accounting 11-12; Business 11-12; two non-commerce electives.
2. Sophomores take Cores 3-4; Economics 23-24; Finance 23; Business 21 and 28, one non-commerce elective.

- 3. Juniors take Cores 5-6; 7-8; Business 31, 32, 36, 39; two non-commerce electives.
- 4. Seniors take Cores 9-10; Business 41-42, five electives.

Teacher Education Requirements:

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;
Educ 10, 14, 21, 43, 78, 79, 87, 91, 92, 93, 96.

Teaching major in Business: Bus 1, 2, 11, 12; Acct 11, 12, 31; Finance 23; Econ 23, 24, 28. Elect 6 hrs. from Bus 21, Acct 23, 24. College major concentration in Accounting, Finance, Management or Marketing.

CHECK LIST FOR MANAGEMENT, MARKETING, AND BUSINESS ADMINISTRATION—COMPUTER SCIENCE GROUP MAJORS

GENERAL REQUIREMENTS

Core requirements	45 hours	_____
Common Body of Knowledge	24 hours	_____
Major concentration	21 hours	_____
Open electives	12-15 hours	_____
Non-commerce electives (possible minor sequence)	15-18 hours	_____
Group major — 18 hours of B.A. and 21 hours of C.S.		

ADDITIONAL CHECK POINTS

120 hours required for graduation.	_____
124 hours required in all teacher training programs.	_____
2.00 cumulative index required for graduation.	_____
2.00 cumulative index required in major.	_____
2.00 cumulative index required in minor.	_____
The last thirty hours must always be taken in residence.	_____

CHECK LIST FOR MANAGEMENT

FRESHMAN

I		II	
Core 1	6_____	Core 2	6_____
Bus 11	3_____	Bus 12	3_____
Acct 11	3_____	Acct 12	3_____
C.S. 10	3_____	C.S. 10	3_____
or		or	
Non-commerce elective	_____	Non-commerce elective	_____
15_____		15_____	

SOPHOMORE

I		II	
Core 3	6_____	Core 4	6_____
Econ 23	3_____	Econ 24	3_____
Fin 23	3_____	Bus 22	3_____
or Bus 28	_____	Bus 28	3_____
Bus 21	3_____	or Fin 23	_____
15_____		15_____	

JUNIOR

I	
Core 5&7	6_____
Bus 35	3_____
Bus 39	3_____
Elective	
Non-commerce	
elective	3_____
<hr/>	
	15_____

II	
Core 6&8	6_____
Bus 32	3_____
Non-commerce	
elective	3_____
Elective	3_____
<hr/>	
	15_____

SENIOR

I	
Core 9	6_____
Bus 41	3_____
Elective	3_____
Elective	3_____
<hr/>	
	15_____

II	
Core 10	3_____
Bus 42	3_____
Non-commerce	
elective	3_____
Elective	3_____
Elective	3_____
<hr/>	
	15_____

CHECK LIST FOR MARKETING

FRESHMAN

I	
Core 1	6_____
Bus 11	3_____
Acct 11	3_____
Non-commerce	
elective	3_____
<hr/>	
	15_____

II	
Core 2	6_____
Bus 12	3_____
Acct 12	3_____
Non-commerce	
elective	3_____
<hr/>	
	15_____

SOPHOMORE

I	
Core 3	6_____
Econ 23	3_____
Fin 23	3_____
or Bus 28	_____
Bus 21	3_____
<hr/>	
	15_____

II	
Core 4	6_____
Econ 24	3_____
Bus 28	3_____
or Fin 23	_____
Non-commerce	
elective	3_____
<hr/>	
	15_____

JUNIOR

I	
Core 5&6	6_____
Bus 31	3_____
Bus 39	3_____
Non-commerce	
elective	_____
<hr/>	
	15_____

II	
Core 6&8	6_____
Bus 32	3_____
Bus 36	3_____
Non-commerce	
elective	3_____
<hr/>	
	15_____

SENIOR

I	
Core 9	6_____
Bus 41	3_____
Elective	3_____
Elective	3_____
<hr/>	
	15_____

II	
Core 10	3_____
Bus 42	3_____
Elective	3_____
Elective	3_____
Elective	3_____
<hr/>	
	15_____

GROUP MAJOR IN BUSINESS ADMINISTRATION—
COMPUTER SCIENCE

BUSINESS

Bus 21	3_____
Bus 32	3_____
Bus 35	3_____
Bus 39	3_____
Bus 41	3_____
Bus 42	3_____
<hr/>	
	18_____

COMPUTER SCIENCE

C.S. 10	3_____
C.S. 26	3_____
C.S. 31	3_____
C.S. 33	3_____
C.S. 34	3_____
Elec. (2)	6_____
C.S. 29	
C.S. 30	
C.S. 53	
<hr/>	
	21_____

COURSES IN BUSINESS ADMINISTRATION**01. Business Communications****3 hours**

A basic course in communication theory as it relates directly and specifically to business. Analysis of business writing styles, practice in the recognition and elimination of ineffective "jargonese." Practice in interpersonal communication.

02. Office Administration**3 hours**

A basic course in the fundamental theory of office management and administration. Different models of organization will be reviewed; strengths and weaknesses of each model will be studied in detail.

11. Principles of Management**3 hours**

The purpose of this course is to present a carefully organized system of concepts by which the basic meaning and the universal principles of management can be grasped. This course is limited to a treatment of that body of fundamental principles which underlies all management regardless of type or size of business. A study of the structure of industry in the U.S., the objectives and means of a business enterprise, the functions of business, the environment of a business, the purpose and methods of management, administrative decision-making and functions of management.

12. Principles of Marketing**3 hours**

A study of the structure and process of marketing with emphasis upon the manner in which marketing distributes economic resources and stimulates demand. Consumer, industrial and government markets are analyzed and the resources of the economy are reviewed from the standpoint of the marketing problems they present. The organization of marketing is described with special attention devoted to channels of distribution and the various types of retailers and wholesalers. Descriptive cases and commodity analyses are used throughout the course.

21. Sales Management**3 hours**

A study of the managerial functions of the sales manager, with particular reference to problems involved in investigations of marketing, planning and the sales effort, management of sales and service personnel, and control of the sales operations. The preliminary part of the course is devoted to a study of the principles and techniques of personal selling. This involves examination of the various aspects of selling such as: development of psychological rapport with prospects, organization of prospecting activities, analysis of public relations problems.

22. Personnel Management**3 hours**

An analysis of the personnel function in the management of business enterprises. Problems in selection, placement, compensation, training, and maintenance of work teams in different types of business enterprise will be considered. Emphasis will be placed on both the functions of the personnel manager and the individual line managers and supervisors.

23. Buyer Behavior**3 hours**

An analysis of the psychological, social, and economic influences that affect attitude formation and decision making processes of industrial and household consumers. Emphasis will be placed on current findings from the behavioral sciences and the research procedures and tests commonly used in gathering psychographic data. (Spring Session only)

24. Consumer Issues**3 hours**

Emphasis will be placed upon those issues of greatest importance to today's consumer. A variety of teaching techniques will be employed in stressing the rights of today's consumer, the legal resources available, and the types of considerations involved in areas such as credit, housing, budgeting, and insurance. (Spring Session only)

28. Elementary Statistics (Economics 28)**3 hours**

An introduction to the fundamentals of modern statistics. Topics to be considered include the following: descriptive statistics, frequency distributions, measures of location, measures of variation, probability and decision-making problems of estimation and tests of hypotheses, linear regression, correlation, and time series analysis. Emphasis on the interpretation and use of statistical analysis in business and economic problems.

30. Small Business Management**3 hours**

This course is aimed at the student interested in starting and operating his own small business. It will emphasize those problem areas axiomatic of small enterprises rather than large corporations. Materials, films and lectures from the Small Business Administration will be used extensively. (Spring Session only)

31. Advertising: Principles and Procedures**3 hours**

A study of the role of advertising in the marketing structure and as a marketing tool of the individual firm. Consideration is given to the character of demand as seen by the individual firm and the opportunities for modifying it through the use of advertising. Content of the course includes and analysis of buying motives, social forces involved in consumer behavior, measurement of the market potential, determination of proper advertising budgets, media allocations, and the devices used to measure the effectiveness of advertising campaigns.

32. Marketing Research**3 hours**

The use of scientific methods by business in gathering and utilizing marketing data in the efficient selling of merchandise. An analysis selling and price and product problems that market research may assist in solving, research questionnaire building and methods of sampling; a survey of problems that a division of marketing is likely to face; analysis of markets through company records, published sources and original investigation.

33. Principles of Insurance**3 hours**

Assuming no prior knowledge of insurance, this course is aimed at the student interested in the area of insurance, either for personal use or career possibilities. It will emphasize life insurance, health insurance, major property and liability insurance contracts. (Spring Session only)

35. Production Management**3 hours**

The purpose of this course is to present a framework of principles, methods, procedures, and techniques of factory management, and to develop the student's ability to make sound managerial decisions, especially at the operational level. By means of selected case problems, emphasis will be placed upon the following topics: research, development, and engineering; manufacturing processes; the management of physical property; motion and time study; production planning and control operations research; quality control, and cost control.

Prerequisite: C.S. 10 and Bus 28.

36. Direct Response Marketing**3 hours**

An analysis of the new and growing marketing system of direct response. Direct response marketing includes the total activities by which products and services are offered to market segments in one or more media for informational purposes, the solicitation of a direct response from a present or prospective customer, or a contribution by mail, telephone or other means of access.

37. Principles of Real Estate**3 hours**

The objective of this course is to acquaint the student with the fundamental principles of real estate that are involved in the ownership and transfer of real property interests. (Spring Session only)

38. Retailing Organization and Operation 3 hours

This is a basic survey course which includes an analysis of the opportunities, development and present status of the retailing industry. Course content includes: methods of store management, principles of store location, organization for control of merchandise, devices for improvement of store services, control of store expenditures, and coordination of credit, sales and other marketing activities.

39. Marketing Management 3 hours

A study of the marketing problems of the firm approached from a management point of view. Emphasis is placed on the development of the student's ability to analyze marketing situations, identify problems, determine solutions, implement corrective action, and plan strategy. The student learns how the marketing management functions of merchandising, channel selection, determination of brand policy and price policy, sales promotion, advertising and personal selling integrate to produce an effective marketing program.

41. Managerial Decision-Making 3 hours

A course designed to present an organized and integrated approach to the managerial decision-making process. Emphasis will be placed on the following topics: the nature of the decision-making process; the stages of decision-making; the use of premises in decision-making; decision and implication; validating forms for decision-making; planning and decision-making; organizing for effective decision-making; controlling and decision-making; operations research; application of quantitative methods to the solution of business problems; and the implementation of decisions. Problems will be presented to give the students practice and guidance in arriving at valid decisions.

42. Seminar in Administrative Policy 3 hours

This course is designed to give students practice in policymaking thereby enhancing their ability to identify, analyze, interpret and evaluate business policies, especially those of large corporations. Through the study of actual business situations, the student will learn to diagnose a company's policy decisions. Cases are selected from a variety of industries to emphasize the universality of management problems and to give the student a facility for solving problems wherever they may develop. An attempt will be made to focus previously gained knowledge of accounting, finance, management, marketing and economics upon such matters as organization, administration, procurement, production, sales, labor, financial and expansion policies.

43. International Business 3 hours

International Business will introduce the student to the concept of the multinational corporation. We shall attempt to determine the extent to which effective business practices can be transferred across national boundaries.

55. Independent Study 1-3 hours

ART

The primary goal of the Art Department is to serve every student wishing to participate in art, ultimately stimulating, promoting and developing aesthetic appreciation and creativity.

The program is intended to meet the interests and needs of students in several capacities:

1. Art Minor: 18 hours in Art, including Art 11 (Basic Design) and Art 28.
2. Elementary Education: Art 47-48, required by the Education Department in partial fulfillment for certification;
3. Art Electives: Open to any student, regardless of previous art experience.

The lower level courses provide basic instruction, developing a mastery of skills and techniques in various studio areas. The advanced levels concentrate on directed individualized study and further development of personal expression and technique.

There is a \$15 studio fee in all art courses, covering the use of departmental equipment and supplies. Many basic supplies are provided.

COURSES IN ART:

11. Basic Design 3 hours

Art 11 is the study of design and composition. Studying the elements of art and principles of design, the student experiments with a wide variety of techniques and materials, such as drawing in both wet and dry media (charcoal, pen and ink, pastels) painting (watercolor, tempera, acrylics) clay, printing, textiles, (stitchery), etc.

21. Ceramics 3 hours

Students will learn wheel throwing and hand building techniques in clay. Hand-built techniques include pinch, coil and slab methods, with glazing and firing of pottery.

27. Art Appreciation Through Experience 2 hours

The general study of the history of the development of art through lectures, slide presentations and hands-on experience in various media in art. Projects include such media as painting, sculpture, printmaking, mosaic tile making, stained glass construction.

28. Art History 2 hours

An in-depth study of the history of modern art, also utilizing lectures, slides, research, and hands-on experiences in a variety of art media.

31. Drawing 3 hours

The student will learn basic drawing skills through a variety of assignments using various wet and dry media such as pencil, charcoal, pen and ink, pastels, watercolors.

35. Printmaking 3 hours

An exploration of various printmaking processes such as block printing, woodcuts, and silkscreening. A field trip to a local printer and a paper-making mill further broaden the students' understanding of printmaking processes.

41. Painting 3 hours

Painting will begin with the study of color and color mixing techniques. Drawing basics will be reviewed as students progress to acrylic painting on canvas working from still-life set-ups.

47-48. Art Skills and Crafts for Elementary Teachers 4 hours

Each course covers, through personal experience, a wide range of art projects, materials, and techniques that can be used in elementary teaching. Although project-oriented, both courses include art theory and effective teaching methodology. A section of the course is devoted to the use of audio-visual materials and techniques. Art 47, prerequisite for Art 48, works with two-dimensional processes; Art 48 deals with three-dimensional.

49. Crafts 1-3 hours

Crafts is designed to meet the needs and interests of the individual. The student will pursue the art or craft of his or her choice, with individual instruction in such areas as batik, tie-dye, basketry, weaving, rugmaking, ceramics, needlework, stained glass construction, and more. The student will decide his own course of study and work at his own pace.

51.-59. Advanced Applications 1-3 hours

Advanced work is possible in the various art media. Permission of the instructor is necessary for such work.

Department of Biology

The departmental courses in biology are intended to help the student acquire: 1. A knowledge of the basic principles of the biological sciences and some skill in the application of the scientific method to biological problems; 2. The necessary background for work in graduate or professional schools of medicine, dentistry, or biological science; 3. The biological background for certain professional careers such as teaching biology in secondary schools or working in industrial or sales positions requiring a knowledge of biology or chemistry.

Qualified biology and biology-chemistry majors may apply for part time employment as laboratory assistants or departmental aides. A list of available positions is posted in the Financial Aid Office at the beginning of each semester. Ordinarily these positions are open only to sophomore, junior and senior majors.

Interested and qualified majors in biology are encouraged to supplement their training in zoology or botany by field ecological work, marine or fresh water, in the taxonomic, embryological, and physiological areas, in any approved biological station. Formal affiliation has been made with Gulf Coast Research Lab at Ocean Springs, Miss. We strongly recommend this station. Fresh water and terrestrial field stations are operated by many midwestern colleges and universities. With prior consent of the department, credits received will be accepted here.

Laboratory fees: Biology 11, 12, 21, and 22, each \$10.00. Biology 25, 26, 32, 33, 39, 42, 43, 44, 45, 46, and 55, each \$12.50.

Department Requirements:

1. Biology 11-12 are prerequisites for all other courses in biology.
2. The requirement for a MAJOR sequence in biology is 36 hours in biology, including Biology 25-26 and 35-36. Chemistry 11-12, 31-32, and Physics 21-22 are also required. The requirement for a MINOR sequence in Biology is any 18 hours of biology.
3. A group-major in biology-chemistry is offered for pre-professional students. The requirement is 54 hours of biology and chemistry in addition to eight hours of physics. Biology 11, 12, 25, 26, 35, and 36; and Chemistry 11, 12, 31, 32, 33, 42 are required. The additional hours may be chosen from the offerings in either department.

Suggested Program:

1. Biology Major Freshman: Core 1-2; Chem 11-12; Bio 11-12; Math 15; CS 10. Sophomore: Core 3-4, Chem 31-32; Bio 25-26; CS 10 or Statistics or Electives. Junior: Core 5-6; Core 7-8; Phys 21-22; Bio (elective). Senior: Core 9-10; Bio 35-36; Bio (elective); Bio 65 (Marine Biology Trip).

2. Biology-Chemistry Major Freshman: Core 1-2; Chem 11-12; Bio 11-12; CS 10 or Statistics. Sophomore: Core 3-4; Chem 31-32; Bio 25-26; Elective. Junior: Core 5-6; Core 7-8; Phys 21-22; Chem 33. Senior: Core 9-10; Bio 35-36; Bio 65 (Marine Biology Trip); Bio (electives).

Biology-Chemistry majors are to observe carefully the required courses in the catalog. Some of these courses are offered only every other year. The student is, however, held responsible for meeting these requirements. Any student who has not had a high school algebra course should make arrangements to have a remedial mathematics course before Math 15.

MAJOR PROGRAM IN MEDICAL TECHNOLOGY

This program requires completion of three years of on-campus courses and a 12 month hospital education program accredited by the American Medical Association/Committee on Allied Health Education and Accreditation (CAHEA). The

minimum requirements for admission to the hospital program are adopted by the AMA in collaboration with the American Society of Clinical Pathologists (ASCP) and the American Society for Medical Technology (ASMT) which sponsor the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). These are:

Chemistry: 16 hours: must include Chemistry 11-12 or equivalent (8 hours). Organic chemistry or biochemistry must be included.

Biology: 16 hours: must include Biology 11-12 or equivalent (8 hours) and microbiology. Immunology must be included either as a part of microbiology or as a separate course.

In addition, for graduation the following requirements must be met: Core 1, 2, 3, 4, 7, 8, 9 and 10.

Major: 36 hours, includes credit for in-hospital training.

Minor: 18 hours, includes credit for in-hospital training.

Hours: 120, includes credit for in-hospital training.

Medical Technology Major Freshman: Core 1-2; Bio 11-12; Chem 11-12; Math 15; Statistics. Sophomore: Core 3-4; Bio 24, 25, 34, 39; Chem 31-32. Junior: Core 7-8; Core 9-10; Bio 37, 43, 44; Computer Science 10; Elective. Senior: off campus training in Medical Technology School, usually 12 months.

In the early part of the junior year students should begin making application to hospitals for in-hospital training. All students are advised that completion of the three year on campus program does not guarantee admission into a school of medical technology. Admission is governed by Admissions Committees which are entirely hospital based. The number of places available is usually less than the number of applicants; therefore admission is competitive. Under NAACLS regulation students in a 3/1 program are restricted to application to affiliated hospitals.

Saint Joseph's College is affiliated with the following hospitals: St. John's Hickey Memorial, Anderson, IN; St. Joseph's Hospital, Chicago, IL; St. Mary Mercy Medical Center, Gary, IN; St. Vincent Hospital and Health Care Center, Indianapolis, IN; Good Samaritan Hospital, Vincennes, IN; Community Hospital, Indianapolis, IN.

During pre-registration departmental meetings, a major part of freshman orientation, each medical technology student is given a brochure which outlines all educational requirements and courses. This brochure provides additional detailed information about the operation of the program both on this campus and in the hospital professional school.

PRE-DENTAL PROGRAM

The pre-dental program is designed to enable students to meet the entrance requirements of American dental schools. In addition the program will provide the necessary course work required to score well on the Dental Admission Test (DAT).

While it is possible to apply for admission and be accepted with a non-science major, most pre-dental students major in Biology or the group major Biology-Chemistry.

The DAT is usually offered two times a year. In order to have a full set of credentials for consideration by admissions committees, the DAT should be taken in May of the junior year. The application procedure should be begun in the summer between the junior and senior year either by direct application or through AADSAS, American Association of Dental Schools Application Service. Materials for AADSAS application and DAT registration are available in the office of the Pre-Dental Advisor.

All pre-dental students are advised that completion of a pre-dental program at any college or university does not guarantee admission to a dental school. Admission is highly competitive and requires a GPA in the range of 3.50 and DAT scores over 5 in all test areas. Students should also be aware of residency requirements and special requirements which may be enforced by dental schools. These requirements are usually noted in the dental school handbook which is provided by each dental school with its application forms.

PRE-MEDICINE PROGRAM

The pre-medical program is designed to enable students to meet the entrance requirements of medical schools approved by the American Medical Association or the American Osteopathic Association. In addition the program will provide the necessary course work required to score well on the Medical College Admissions Test. While it is possible to apply for admission and be accepted with a non-science major, most pre-medical students major in Biology or the group major in Biology-Chemistry.

The Medical College Admissions Test is usually offered two times a year. In order to have a full set of credentials for consideration by admissions committees, the Test should be taken in May of the junior year. The application procedure should be initiated in the summer between the junior and senior years either as direct application or through AMCAS, American Medical College Admission Service. Materials for AMCAS application and registration for the MCAT are available from the Pre-Medical Advisor.

All pre-medical students are advised that completion of a pre-medical program at any college or university does not guarantee admission to a medical college. Admission is highly competitive and requires a GPA in the range of 3.6 and high MCAT scores. Students should also be aware of residency requirements and special requirements which may be enforced by medical colleges. These requirements are listed in a book which may be purchased from the American Medical Association entitled "Medical School Admissions Requirements." This book is revised each year.

PRE-VETERINARY MEDICINE PROGRAM

The requirements for admission to a School of Veterinary Medicine are such that they can be met in two years of course work at most colleges and universities in the United States. They are usually quite similar to the standard courses taken in the freshman and sophomore year of a Biology or Biology-Chemistry major on this campus. Pre-veterinary students are asked to register as Biology or Biology-Chemistry majors when they first enter Saint Joseph's College.

During the first year of classes the pre-veterinary student should contact one or more veterinary schools to obtain a catalog and list of specific requirements. Upon receipt of these data the pre-veterinary student should meet with his or her advisor to plan the sophomore year courses. The courses elected will be those which will enable the student to meet the specific requirements of the veterinary school.

Because of the very large number of applicants for a small number of places in the 22 Schools of Veterinary Medicine in the United States, the GPA required to be competitive is in the range of 3.80. The Schools of Veterinary Medicine have recently announced that they will also require a Pre-Veterinary Admissions Test.

All pre-veterinary students are advised that completion of a pre-veterinary medicine program at any college or university does not guarantee admission to a School of Veterinary Medicine. Students should be aware of residency or special requirements which might be enforced by any of the Schools of Veterinary Medicine. These are usually noted in the catalog of each of the schools.

ASSOCIATE IN SCIENCE DEGREE IN BIOLOGY-CHEMISTRY

The department offers a two-year Associate in Science degree. The purpose of the associate degree is to give a two-year terminal program in the natural sciences with an emphasis in biology and chemistry. The program is designed to provide basic skills and familiarity with instruments and techniques which have a wide application in industry at the technician level. It is possible that completion of this program will prepare the associate degree holder for employment in the chemical industry, pharmaceutical drugs and medical sales area, or technical level environmental program operations.

The program will require a minimum of 60 semester hours credit to include Cores 1,2,3,4; Biology 11,12,34,39; Chemistry 11,12,31; an introductory math course (Algebra); Computer Science 10; an elementary statistics course; and electives from the natural science area or business administration.

A student who enters this program and then chooses to remain on campus for a bachelor’s degree will have the basic courses to allow completion of the bachelor’s degree in Biology, Chemistry, Earth Science, or Environmental Science.

Freshman

Core 1	Core 2
Biology 11	Biology 12
Chemistry 11	Chemistry 12
Math (Algebra)	Computer Science 10

Sophomore

Core 3	Core 4
Biology 39	Biology 34
Chemistry 31	Statistics
Natural Science	Business Administration
Elective	Elective

Teacher Education Requirements:

Core 1,2,3,4,5,6,7,8,9;
Educ 10,14,21,43,61,78,79,81,91,92,93,96. *Teaching major in Biology:* Biol 01,11-12,25,33,37; Chem 11-12,31-32; and the college major in Biology. *Teaching minor in Biology:* Biol 11-12,25,37 and 9 hrs of electives in Biology. To add middle school certification: Econ 1; Educ 13,39,46,93 (3 hrs total) and either Educ 60 or 66.

COURSES IN BIOLOGY

01. Personal and Social Responsibility in Human Physiology 3 hours

A broadly based course which emphasizes human ecology. The usage and abuse of drugs; physiology of exercise and health; social environment and human nutrition constitute the major emphasis. Cannot be counted for Biology, Biology-Chemistry or Medical Technology major or minor.
Prerequisite: Bio 21-22.

11-12. Introduction to Experimental Biology 8 hours

An introductory discussion of the concepts and methods of biology with stress on laboratory investigations to emphasize biology as a science of enquiry. The open-end type of laboratory allows students to develop areas of interest to their fullest capacity. This course is prerequisite to all other course offerings in Biology. Three lectures and one three-hour laboratory period each week. (Open to Biology majors in the freshman year, to non-majors in the sophomore year). Offered every year.

20. Plant Taxonomy 3 hours

A study of the families and species of trees and wild flowers of the midwestern United States. Emphasis is placed upon collection and identification of native flora. Offered during the Spring Session.

21-22. Human Anatomy and Physiology 6 hours

An introductory course intended for physical education, primary and secondary education and psychology majors. The course is recommended for students preparing to teach biology or health in high school. Three lectures or two lectures and one two-hour lab period each week. Offered every year. No prerequisites. Cannot be counted for Biology, Biology-Chemistry or Medical Technology major.

24. Human Medical Physiology 3 hours

An in-depth study of the physiology of the human, especially as demonstrated in medical conditions and medical laboratory tests. Cannot be used to replace Biology 21 or 22. Three one-hour lectures per week.
Prerequisite: Bio 11-12.

25. Comparative Vertebrate Anatomy 4 hours

The study of type forms of different classes of vertebrates, from the viewpoint of the morphological and physiological relationships of the various organs and systems. Three lectures and one three-hour laboratory period each week. Offered every year.

26. Embryology 4 hours

Laboratory study of the developmental anatomy of frog and chick embryos. Lecture emphasis is placed on analysis of the processes of development and a study of elementary experimental embryology. Three lectures and one three-hour laboratory period each week. Offered every year.

30. Introduction to Scientific Latin and Greek 1 hour

A study of the elements of the Greek and Latin languages, together with their roots and the corresponding English derivations commonly used in biological, chemical, and medical sciences. One 90 minute lecture each week. Written exam given each class meeting. No final exam.

31. History of Biology 2 hours

A survey of the development of the science of biology. Particular attention is given to the interplay of philosophy and science and to the development of the conceptual framework of biology. Required readings and papers. Written exam given each class meeting. No final exam.

32. Invertebrate Zoology 3 hours

A survey of invertebrate animals from the protozoa through the chordates. Emphasis is placed upon structural and functional adaptations of the major phyla and classes, along with their evolutionary relationships. One two-hour lecture and one three-hour laboratory per week. Offered only in Winter semester of even-numbered years.

33. Ecology and Conservation of Natural Resources 4 hours

The study of organisms in relation to their environments with emphasis upon inter-relationships among physical factors (light, temperature, and moisture), biogeochemical cycles, and biotic factors (trophic relationships, population dynamics, and interactions between species). Methods for conservation of resources, especially biological resources, are included. Three lectures and one laboratory period each week. May be taken without the laboratory for three (3) hours credit. Offered only in Fall semester of odd-numbered years.

34. Biochemical Instrumentation (Chemistry 35) 2 hours

The study and practical application of techniques and instrumentation commonly employed in biochemical research. One lecture and two-hour lab each week.

35-36. Seminar in Biology 2 hours

Intensive discussion of selected topics in biology led by senior students with guidance from the staff. **REQUIRED FOR GRADUATION OF ALL SENIORS MAJORING IN BIOLOGY OR BIOLOGY-CHEMISTRY GROUP SEQUENCE.** Offered every year.

37. Genetics 3 hours

A study of the general principles of heredity and the operation of hereditary factors in the origin and development of species and of individual traits. Offered every year.

39. Biophysical Techniques 2 hours

The study and practical application of biophysical instrumentation and techniques used to investigate and analyze characteristics of living organisms. Light microscopy, photomicrography, electron microscopy, spectroscopy, basic electronics, physiography, use of oscilloscopes and radiation detection equipment, as well as data analysis by computer are included. One lecture and one two-hour lab each week.

42. Biochemical Physiology (Chemistry 42)**4 hours**

A study of the chemistry and properties of carbohydrates, amino acids, proteins, lipids and nucleic acids as they relate to cellular metabolism and organelles. Examination of molecular structure and active sites of some model enzymes systems and a study of intermediary metabolism and its control mechanisms are included. Three one-hour lectures and one two-hour lab each week.

Prerequisites: Physics 22 and Chemistry 32.

43-44. Microbiology**8 hours**

The study of bacteria and single-celled eukaryotes covering structure, activity, environment, culture, control, and classification. Some biochemical and enzyme studies are completed in Biology 43. In Biology 44 the body's reactions to bacteria, the various immune reactions, and immunochemistry are emphasized as well as the relations among immunity, cancer, grafts, and specific diseases. Three lectures and one two-hour laboratory period each week.

Prerequisite: Chemistry 32.

45. Histology**3 hours**

The study of the microscopic structure of animal tissues with emphasis on human tissue structure. Microscopic examination of tissue slides to determine the internal identifying characteristics of cell types and their mode of organization into functional tissues and organs. Two one-hour lectures and one two-hour lab each week. Offered only in Fall of even-numbered years.

46. Microtechnique**3 hours**

The study of the techniques required in the preparation of microscope slides of animal tissue. The lecture will provide theoretical backslides of animal tissues. The lecture will provide theoretical background for the practical experience of actually preparing slides in the laboratory. One one-hour lecture and two two-hour labs each week. Offered only in Winter semester of odd-numbered years.

Prerequisite: Biology 45.

55. Independent Study**1-3 hours****65. Marine Field Trip****3 hours**

Offered during the spring sessions each year. Three weeks at a marine biology field station during which taxonomic collections techniques are the major work. May be elected more than once. Strongly suggested for all Biology and Biology-Chemistry majors.

Department of Chemistry

The courses in the Department of Chemistry are designed to help the student: 1. to understand and appreciate, by means of basic courses, the principles of chemistry; 2. by means of carefully supervised laboratory work and by an introduction to the literature of the field: a) to observe carefully and accurately natural phenomena; b) to realize and appreciate the problem of the application of the theoretical principles to actual experimental work; 3. by a study of the literature and by means of a minor research problem to initiate the development of the skills and attitudes requisite for research in the field of chemistry; 4. to meet the basic requirements in chemistry for entrance into graduate school, medical school, or industrial chemistry.

Unless otherwise noted, laboratory periods are three-hour periods. Laboratory fees: in all courses except Chm 38 each \$10.00.

Departmental Requirements:

1. Chemistry 11-12 are prerequisites for all additional courses in chemistry. It is also required for the student majoring in chemistry to show credit in Mathematics 15, 25, and 26, and in Physics 21-22.

2. The requirements for a major sequence in chemistry is 36 hours, including Chemistry 31-32, 33-34, 45-46, and 48. The requirement for a minor sequence in chemistry is 18 hours. Chemistry 33 is recommended.

3. The GROUP MAJOR in biology-chemistry consists of Biology 11,12,25,26,35,36; Chemistry 11,12,31,32,33,42, and 11 additional hours chosen from the biology and chemistry offerings, in addition to eight hours of physics.

Suggested Program:

1. Freshman students majoring in Chemistry take: Core 1-2; Chemistry 11-12; Math 15.

2. Requirements to be taken in the sophomore year are Chemistry 31-32, Math 26, and Physics 21-22.

3. Students should see their faculty advisor prior to scheduling their junior and senior courses. They should bear in mind that, ordinarily, odd-numbered courses are scheduled for the first semester and even-numbered courses for the second.

4. Junior and senior courses will be given on a two-year cycle only.

Teacher Education Requirements:

Core 1,2,3,4,5,6,7,8,9;

Educ 10,14,21,43,61,78,79,81,91,92,93,96. *Teaching major in Biology and Chemistry:* Biol 01,11-12,25,33,38; Chem 11-12,31-32; College major in any of the sciences.

Teaching minor in Chemistry: Chem 11-12,31,32,33,38. To add middle school certification: Econ 1; Educ 13,39,46,93 (3 hrs total) and either Educ 60 or 66.

COURSES IN CHEMISTRY

1. Chemistry for Elementary Teachers 3 hours

This course in theoretical as well as practical chemistry is designed for students intending to teach in elementary school. It does not satisfy the chemistry requirement for a major or minor in science. Two lectures and one two-hour laboratory period per week. Offered as a second semester course.

11-12. General Chemistry and Elementary Analysis 8 hours

The introductory chemistry course stresses the general principles of chemical science, together with an exploration into the inorganic chemistry of the elements. The laboratory work includes a qualitative analysis for elements in the first semester and an introduction to quantitative analysis in the second semester. Two formal lectures, one quiz section, and three hours of laboratory work per week.

31-32. Organic Chemistry 8 hours

A study of the structure, reactions, and properties of the aliphatic and aromatic carbon compounds. The applications of organic chemistry in industry and medicine are emphasized. In the laboratory the important methods and techniques are stressed. The material presented in the lectures is illustrated by the preparation and identification of typical compounds. Three lectures and one laboratory period each week.

Prerequisites: Chemistry 11-12.

33. Quantitative Analysis 4 hours

A study of the theoretical principles upon which analytical methods are based. Included are a survey of the field of analytical chemistry and a detailed investigation of the standard methods. Volumetric and gravimetric experiments are carried out in the laboratory. Two lectures and two laboratory periods per week. Offered in the Fall semester of odd-numbered years.

Prerequisites: Chemistry 11-12.

34. Instrumental Methods of Analysis 4 hours

A study of the principles of chemistry underlying the use of instruments in analysis and a survey of the field. The laboratory work consists of analyses carried out with representative instruments. Three lectures and one laboratory per week.

Prerequisite: Chemistry 33. (Offered in the Winter semester of even-numbered years.)

35. Biochemical Instrumentation (Biology 34) 2 hours

The study and practical application of techniques and instrumentation commonly employed in biochemical research and analysis. For non-majors in chemistry. One lecture and two-hour lab each week.

38. Biochemistry 3 hours

A study of the molecular structures and properties of carbohydrates, proteins, nucleic acids, lipids, and enzymes. The chemical nature and molecular interactions of enzymes, DNA and RNA are stressed. Bioenergetic principles are discussed.

Prerequisites: Chemistry 31-32.

42. Biochemical Physiology (Biology 42) 4 hours

A study of the chemistry and properties of carbohydrates, amino acids, proteins, lipids, and nucleic acids as they relate to cellular metabolism and organelles. Examination of molecular structure and active sites of some model enzymes systems and a study of intermediary metabolism and its control mechanisms are included. Three one-hour lectures and one two-hour lab each week.

Prerequisites: Physics 22 and Chemistry 32.

45-46. Physical Chemistry 8 hours

A fundamental course based on the principles of physical chemistry. The role of energy in chemical reactions is treated both from the descriptive and the analytical viewpoints. Three lectures and one laboratory period each week.

Prerequisites: Chemistry 11-12, Mathematics 15,25,26 and Physics 21-22.

48. Research in Chemistry 2 hours

Early in the first semester, topics for research problems are chosen. Throughout the year, library and laboratory research is pursued. Progress reports are made and discussed.

55. Independent Study 1-3 hours

Department of Communications and Theatre Arts

The Department of Communications and Theatre Arts has as its aim the following goals: 1. to instill an understanding and appreciation of oral rhetoric and its function in a liberal education; 2. to develop the student's resources, ability, and facility for the spoken communication of thought and emotion; 3. to prepare students for graduate study in speech; 4. to foster an appreciation of theatre in our culture; 5. to provide an opportunity for practical experience in television and radio.

Departmental Requirements:

1. Communications 15 is a *prerequisite* for all speech courses.

2. The requirement for a *major* sequence in Communications and Theatre Arts is 36 hours so distributed as to include 9 hours in general survey, 9 hours in public address and 6 hours in theatre. The requirement for a *minor* in Communications and Theatre Arts is any 18 hours. The department urges those who intend solely to minor in Communications and Theatre Arts to select courses designed to complement their major programs of study. Majors must include 33,34,45, and 46.

3. No language is required for those students who wish a Bachelor of Science in Communications and Theatre Arts. Complementary courses may be taken in English,

sociology, psychology and political science at the recommendation of the department. Intermediate level of foreign language is required for the Bachelor of Arts degree.

Suggested Program:

1. Students planning to major in Communications and Theatre Arts will take: Core 1-2; Communications 15; Sociology 21; Political Science 21-22; Psychology 10.
2. Students should see their faculty advisor prior to scheduling their junior and senior courses. They should bear in mind that, ordinarily, odd-numbered courses are scheduled for the first semester and even-numbered courses for the second.

Teacher Education Requirements:

Core 1,2,3,4,5,6,7,8,9;

Educ 10,14,21,43,60,78,79,80,91,92,93,96. *Teaching major in Speech:* C&TA 16,43,45,46,47,32,34,38; Eng 27. Elect 9 hrs from C&TA 15,30,31,33,40.

Teaching minor in Speech. C&TA 16,43,45,47; Eng 27. Elect 6 hrs from C&TA 15,30,31,33,40. Elect 6 hrs from C&TA 32,34,38. To add middle school certification: Econ 1; Educ 13,39,46,66,93 (3 hrs total).

COURSES IN COMMUNICATIONS

- | | |
|---|----------------|
| 15. Fundamentals of Oral Communication | 3 hours |
| A study of the types and modes of public address. Practice in speech preparation and presentation. The student delivers between five and eight speeches during the semester. | |
| 16. Physical Bases of Speech | 2 hours |
| Emphasis placed on achieving acceptable and pleasing voice and articulation. Content shall include: physical bases of speech, group reading, individual work, drills and exercises. | |
| 24. Theatre Laboratory | 1 hour |
| Applied practice in theatre. Participation in all phases of theatre activity and performance. | |
| 25. Radio Laboratory | 1 hour |
| Applied practice in radio. Opportunity for work at WPUM-FM, the College radio station. | |
| Prerequisite: CTA 45 or consent of instructor. | |
| 26. Television Laboratory | 1 hour |
| Applied practice in television production. | |
| Prerequisite: CTA 46 or consent of instructor. | |
| 27. Laboratory in Journalism (English 27) | 3 hours |
| A study and practice of the fundamentals of gathering and writing news, editing news, newspaper layout and design, and managing the financial affairs of a newspaper. | |
| 30. Advanced Oral Communication | 3 hours |
| Application in composition and delivery of the principles underlying all forms of speech. Practice in speaking on subjects of current interest and the student's choice. | |
| 31. Group Discussion | 3 hours |
| The content and methodology of participation and leadership in group problem-solving activities. | |
| 32. Play Production | 3 hours |
| A study and application of the technical aspects of play production as they relate to the theatre. Practice in making a prompt book, stage lighting, scene design, set construction, and costuming. Participation in student productions is required. | |

33. Argumentation and Debate**3 hours**

The study of argumentation techniques used in formal and content debating, preparation of the brief, strategy, use of evidence, affirmative and negative structure on current and national issues.

34. Oral Interpretation of Literature**3 hours**

The development of the student's abilities in reading aloud through exercises in the analysis and communication of the logical content of the printed page. Special attention will be given to a study of literature, prose and poetry, as they affect the understanding and performance of the oral interpreter.

38. Acting**3 hours**

A basic course for the beginning actor. Emphasis placed on body movement, use of the voice, stage directions, characterization, dramatization, emotional recall and vocal interpretation of the play script. The student will present scenes and short acts in class for critical purposes. Opportunity for participation in college productions.

39. Advanced Acting**3 hours**

Advanced acting styles and techniques pertinent to the significant periods of the drama. Special attention is given to classical, medieval and Elizabethan modes of acting.

40. Persuasion**3 hours**

Critical evaluation of the major principles and techniques of persuasion as they relate to public address and informal discussion.

41. Broadcast Journalism**3 hours**

The study of journalism in the electronic media, with emphasis on broadcast news writing, coverage and editing, problems and potentials. Practical projects include news reports in both radio and television, and a project involving the class in a 30-min. television newscast.

42. Play Direction**3 hours**

Student apprenticeship in the direction of drama under staff supervision.

Prerequisite: CTA 32 and 38.

43. Elements of Speech Improvement**3 hours**

Diagnosing simple speech defects and disorders, nasality, lisping, omissions, additions, substitutions, inversions. Theory of improving simple defects and disorders.

44. Radio-Television-Film Scriptwriting**3 hours**

Non-performing course focusing on writing scripts for radio, television, and film. Students will develop materials for directors, actors, announcers and technicians. Comedy, drama, commercial announcements and filmscripts will be covered. Opportunity for self-expression in final project.

45. Basic Radio Production**3 hours**

The study of contemporary radio broadcasting. The history of radio, programming and management, the nature of sound and radio, and operation of equipment will be studied. Practical projects include interviews, newscasts, music shows, commercials and public service announcements.

46. Basic Television Production**3 hours**

A study of the theoretical and practical application of television production. Stress placed on performance, use of equipment, directing techniques. Practical projects include interviews, newscasts, commercials. Opportunity for special interest available in final project.

47. Mass Media Techniques**3 hours**

A study of the forms of communications involved in the mass media (print, radio, television and film). Basic theories of Message, Receiver, Channel and Sender are applied in classroom exercises through oral reports, surveys and research.

50. Issues in Broadcasting**3 hours**

A study of problems in contemporary broadcasting. The course focuses on televised sex and violence, children and television, broadcast journalism ethics, public broadcasting, and government regulation. The class will work on a pilot study involving one aspect of the course as a final project.

55. Independent Study**1-3 hours****56. Professional Writing (English 56)****3 hours**

This course studies and will offer extensive practice in the forms and techniques of the kinds of writing employed in various professions — law, business, science, free lance journalism, and others. This course may be taken more than once as its specific subject matter will change from semester to semester.

Department of Computer Science

Computer Science is concerned with the representation, storage, manipulation, retrieval and presentation of information. It deals with problems of designing the machines that perform these operations, plus implementing the means of communication between machines and between man and machine. The theoretical foundation of computer science overlaps other fields such as pure and applied mathematics, numerical analysis, philosophy, linguistics, psychology, social sciences, business administration and biology.

Laboratory fees: CS 5, 10, 22, 24, 26, 33: \$12.00 each.

Departmental Requirements:

1. The requirement for a major sequence in Computer Science is 36 hours. Each major is required to take Computer 10, 24, 31, 32, 33, 34, 39 and 42 and in addition must take 12 hours from Computer 11, 26, 29, 30, 38, 53 and 55. Also required are Math 25, 26 and 35.

2. A minor in Computer Science consists of 18 hours selected from: Computer Science 5, 10, 11, 22 or 24 (but not both), 26, 29, 30, 31, 33, 34, 39 and 53.

ASSOCIATE DEGREE

The department offers a two-year Associate in Science degree. The purpose of the associate degree is to give a two-year-terminating program in data processing, training students in the basic skills of data processing and application programming, so that they might fill the work load need throughout the computer and business industry.

The approved sequence of courses for the associate degree is: 1. Freshman year — Cores 1, 2; Computer Science 5, 10, 26; Mathematics 8 and 12; or 15; Communications 15. Sophomore year — Cores 3, 4; Computer Science 22, 33; Business 28; one other course in computer science.

Electives are recommended in introductory courses in accounting, business, economics, and computer science to obtain a total of sixty hours. The course design permits those in the program to continue their education to the bachelor's degree if desired.

GROUP-MAJORS

Students wishing to earn a group-major in one of the areas listed below, must complete a 54 hour program.

1. Accounting-Computer Science: Accounting 11, 12, 31, 32, 33, 35, 36, 45 and 47; Computer Science 10, 22, 26, 31, 33, 34, 53. Six additional hours in accounting or computer science to be determined in consultation with the major professor.

2. Business Administration-Computer Science: This program requires 33 hours of business administration including business administration 11, 28, 35, 41, 42, 49 and 50. In addition, 21 hours of computer science are required including CS 26, 31, 33, 34 and 53.

3. Finance-Computer Science: Finance 23, 33, 36, 40, 48 and 50; Computer Science 10, 22, 26, 31, 33, 34, 53, and Business Administration 28. Twelve additional hours in computer science or finance to be determined in consultation with the major professor.

4. Mathematics-Computer Science: This program requires a minimum of 30 hours of mathematics including Math 32 and 35. Math 36, 37, 38 and 42 are recommended but not required. In addition, a minimum of 21 hours of computer science is required including CS 24, 31, 33, 34, 39 and 53; 3 hours of mathematics or computer science to be elected from the mathematics and computer science offerings.

COMPUTER FACILITIES

Computer Hardware available for student 'hands on' use includes the following:

- (1) Hewlett Packard 2000F time sharing computing system with 20 on line CRT Terminals and 20 million characters of disk storage.
- (2) General Automation 1830 computing system with 600 card per minute reader, 600 line per minute printer, and 20 million characters of disk storage featuring two operating systems (batch and multi-programming).
- (3) Several mini analog and micro computers.
- (4) IBM unit record equipment (sorter, interpreter, collator, key-punches)

Some programming languages available are: FORTRAN (three different compilers); BASIC (batch and time sharing); COBOL; RPG; SNOBOL; ALGOL; PL-1; ASSEMBLER

Some application programs available are:

- (a) For Simulation (GASP, SYSTEM DYNAMICS).
- (b) Full scientific subrouting package and statistical system.
- (c) COGO, LINEAR PROGRAMMING SYSTEM.
- (d) Computer Assisted Instruction author language (IDF) and Library.

COURSES IN COMPUTER SCIENCE

5. Computer Operations and Data Processing 3 hours

A study and development of skills in the fundamentals of unit record processing as applied to the computer. A survey of data processing methods and trends. Hands-on use of the sorter, collator, reproducer, interpreter, computer, etc. Organization and job flow techniques, introduction to flow charting and programming. A good first course for non-computer majors.

10. Introduction To Programming For Digital Computers 3 hours

Programming of digital computers in a problem-oriented language (BASIC and FORTRAN). Problems will be selected from the areas of numerical and non-numerical applications. The course is intended to prepare the student to use the computer in the physical and non-physical sciences.

11. Introductory Logic 3 hours (See Philosophy 11)

22. Introduction to Algorithmic Processing — Commercial 3 hours

Introduction to the intuitive notion of an algorithm; representation of algorithms in narrative form as flow charts and as computer programs; a general structure of computers; computer experience using a procedure-oriented language in programming algorithms such as those used in general data processing applications.

Prerequisite: CS 10.

24. Introduction to Algorithmic Processing — Scientific 3 hours

Introduction to the intuitive notion of an algorithm, representation of algorithms in narrative form as flow charts and as computer programs; a general structure of computers; computer experience using a procedure-oriented language in programming algorithms such as those used in elementary numerical calculations; a study of problem-oriented languages as linear programming and COGO.

Prerequisite: CS 10 and Math 15 or equivalent.

26. Systems Analysis for Accounting (Acct. 26) 3 hours

To learn how to approach and solve problems using quantitative methods as applied to the data processing equipment available. Input, output and storage design of data and data-structures. The course includes the normal steps in the complete development of a data processing system for business enterprises. COBOL or RPG languages will be used in programming and applications studied.

Prerequisite: CS 10 and Acct. 21.

29. Mathematical Programming 3 hours

Techniques of working within a constrained environment are studied. Included are: linear, integer, quadratic, dynamic and goal programming models. Applications are directed toward the general commerce area, together with some applications from the natural sciences. Some existing computer packages are examined and used for applications.

Prerequisite: CS 10.

30. Operations Management 3 hours

The course deals with working models for decision making in a stochastic and internally uncontrolled environment. Models include: forecasting inventory control, queuing models, simulation techniques, project management and scheduling. Existing computer packages are reviewed and used for applications.

Prerequisite: CS 10.

31. Finite Automata and Language Theory 3 hours

Examples of informal axiomatic theories and their interpretations, use, or propositional calculus. Discussion of Turing machines. Post systems, regular expressions, and their relation to finite automata. Study of the logical design of digital systems.

Prerequisite: CS 10.

32. Modern Algebra I 3 hours
(See Math 32)**33. Programming Languages 3 hours**

Syntax and semantics of several classes of programming languages (i.e. FORTRAN, COBOL, ALGOL, APL, BASIC, RPG, PL-1, SNOBOL). Students are expected to write, debug, and run programs in several of the major languages discussed.

Prerequisite: CS 22 or 24 or consent of instructor.

34. Computing and Programming Systems 3 hours

Computer organization as it affects programming. Number and symbol representation codes. Error detecting and correcting codes. Functional characteristics of the major units of a digital computer. Sequential and random access storage systems. Input-output channels, buffering, interrupt handling. Interrupt service routines will be written and tested.

Prerequisite: CS 22 or 24 or consent of instructor, Junior-Senior level.

38. Statistics 3 hours
(See Math 38)**39. Numerical Analysis (Math 39) 3 hours**

Finite differences, numerical differentiation, integration, solution of equations and differential equations. Special reference to the use of digital computers.

Prerequisite: CS 10 and Math 35.

42. Modern Algebra II **3 hours**
(See Math 42)

53. Simulation **3 hours**

The course is designed to direct the student toward the applications of computer simulation with emphasis in model formulation. The orientation and application area depends upon the interest of the student. Simulation Languages will be studied (i.e., Systems Dynamics, GPSS, GASP, SIMSCRIPT, etc.) Programs will be written in GASP and in Systems Dynamics.

Prerequisite: CS 22 or 24.

55. Independent Study **1-3 hours**

57. Internship — IBM **6 plus 3 hours**

Open only to those students who qualify and are selected to participate, this six month project treats the student as a new employee of the IBM Corporation. The student performs duties as a systems engineer and marketing representative. Credit is given as six hours in computer science and three hours in marketing.

Department of Earth Science

The courses offered by the Department of Earth Science are designed to meet the following objectives: 1. expose the student to the multitude of natural phenomena that embrace the Earth, and in so doing broaden the appreciation and understanding of this finite environmental system; 2. to permit the student with a major in Earth Science an opportunity to concentrate in geobiology (paleontology-oceanography), geology-physics (geophysics-engineering geology), environmental geology as career or graduate study options; 3. enable the student to take multidisciplinary science courses essential to a major in Environmental Science; 4. to provide interested students an opportunity to concentrate in Earth Science as a teaching minor; 5. make available a minor sequence for students interested in the earth sciences.

Departmental Requirements:

1. Earth Science 11 is a prerequisite for all upper level courses in earth science.
2. The programs presented for Earth Science options and Environmental Science should be followed; however, where essential they may be modified to meet special professional or graduate study requirements.
3. The requirements for a minor sequence in Earth Science is 18 hours including Earth Science 11, 12.

Laboratory fees: Earth Science 11, 12, 33, 34, 36, 37, 39 and 41, each \$10.00.

Teacher Education Requirements:

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;

Educ 10, 14, 21, 43, 61, 78, 79, 81, 91, 91, 93, 96. *Teaching major in Earth Science:* Biol 01; Earth Science 11, 12, 24, 25, 26, 28, 59 and 6 hrs. chosen from the additional Earth Science offerings. A 15 hr. minor in Biology (11-12, 25, 38), Chemistry (11-12, 31-32) or Physics (21, 22, 31, 3 hrs. elective) must also be included.

Teaching minor in Earth Science: Earth Science 11, 12, 24, 25, 26 and 9 hrs. elected from 33, 35, 36, 39, 41. To add middle school certification: Econ 1; Educ 13, 39, 46, 93 (3 hrs. total) and either 60 or 66.

Program Options Leading to Bachelor of Science Degree in Earth Science

Suggested Program in Geobiology:

Freshman: Core 1-2; Chemistry 11-12; Earth Science 11-12; Mathematics 15; Elective. Sophomore: Core 3-4; Biology 11-12; Earth Science 33-39; Elective. Junior: Core 5-6; Core 7-8; Biology 38 and 65 (Marine Biology Trip); Computer 10; Elective. Senior: Core 9-10; Biology 25, 33 and 39; Earth Science 55; Elective.

Suggested Program in Geology-Physics:

Freshman: Core 1-2; Chemistry 11-12; Earth Science 11-12; Mathematics 15; Elective. Sophomore: Core 3-4; Earth Science 33-39; Mathematics 25-26; Physics 21-22; Elective. Junior: Core 5-6; Core 7-8; Earth Science 34-44 and 36 (Field Methods and Mapping); Mathematics 35; Physics 31-33 or 46. Senior: Core 9-10; Earth Science 37-43; Economics 23-24; Elective.

Suggested Program in Environmental Geology:

Freshman: Core 1-2; Chemistry 11-12; Earth Science 11-12; Mathematics 15; Elective. Sophomore: Core 3-4; Biology 11-12; Computer 10; Earth Science 33-39. Junior: Core 5-6; Core 7-8; Earth Science 28, 34, 41, 44 and 36 (Field Methods and Mapping); Elective. Senior: Core 9-10; Biology 33; Earth Science 26, 37, 43 and 59; Elective.

Program Leading to Bachelor of Science Degree in Environmental Science

This program is designed to prepare a graduate to perform laboratory and field work, to assume an administrative position in government or industry, or to pursue graduate study. Students should seek guidance on elective options at the inception of this program.

Environmental Science Program Requirements:

Freshman: Core 1-2; Biology 11-12; Chemistry 11-12; Mathematics 15; Elective. Sophomore: Core 3-4; Earth Science 11, 26 and 28; Physics 21-22. Junior: Core 5-6; Core 7-8; Biology 32-33; Chemistry 33; Computer 10; Elective; Summer Field Laboratory in Pollution. Senior: Core 9-10; Earth Science 59; Economics 24 and 28; Electives.

COURSES IN EARTH SCIENCE

11. Earth Science

3 hours

This course introduces the student to earth studies through a study of the following topics: rock weathering, mass wasting, sculpture of lands by streams, subsurface water, soils, glaciation, eolian processes, marine erosion and deposition, volcanism, deformation of the earth's crust, earthquakes, the common minerals and rocks, topographic maps. Two lectures and one laboratory period each week.

12. Historical Geology

3 hours

A study of the geochronology through the following topics: earth history recorded in the rocks, the constant change of living things, the scale of time, the Precambrian, Paleozoic, Mesozoic, Cenozoic world, fossils, geologic maps and charts. Two lectures and one laboratory period each week.

Prerequisite: Earth Science 11.

24. Anthropological Geography**3 hours**

A conceptual course tracing the evolution of man and races, the character and arrangement over the earth of the physical-biotic systems that constitute the natural surroundings of man and concepts evaluating the significance to man of the natural surroundings. Offered every Winter of odd-numbered years.

25. Astronomy**3 hours**

A non-mathematical introduction to astronomy including the history of astronomy, determination of location using celestial bodies, and main features of the known universe. Also an emphasis on tools used in astronomy and speculation concerning the origin of planets, stars, and galaxies. Offered every Fall of even-numbered years.

26. Meteorology**3 hours**

An introduction to meteorology with emphasis on the vertical structure of the atmosphere, cloud formations, general air circulation, air mass exchange, and various atmospheric and weather processes. Offered every Winter of even-numbered years.

28. Man and His Environment**3 hours**

The treatment of contemporary concepts of analyzing the problems and characteristics of the environment. Discussion of current literature from various pertinent disciplines is emphasized. Offered every Winter of odd-numbered years.

32. Economic-Political Geology**2 hours**

The genesis, areal distribution, and political importance of the most significant metaliferous and non-metaliferous resources of the earth. Time is also devoted to the organic residues (coal, petroleum, and natural gas), and subsurface water. The course is designed to meet the needs of students with varying backgrounds.

33. Mineralogy**4 hours**

A course dealing with physical, chemical, descriptive, economic, and determinative mineralogy, and the fundamentals of crystallography. Two lectures and two laboratory periods each week.

Prerequisite: Chemistry 11, 12 or consent of Instructor.

34. Optical Mineralogy**3 hours**

Theory and practice of determining the optical properties of minerals with the aid of the petrographic microscope. One lecture and two laboratory periods per week. Offered every Fall of odd-numbered years.

Prerequisite: Earth Science 12, 33.

35. Geomorphology**3 hours**

The study of the land forms produced by various geologic processes on the surface of the earth; the use of land forms in the determination of geologic history. Two lectures and one laboratory period each week.

Prerequisite: Earth Science 12.

36. Field Methods and Mapping**3 hours**

This course treats the use of the transit theodolite, plane table and alidade, Brunton compass, and other instruments used in field mapping and problems. Offered in the Spring Session.

Prerequisite: Earth Science 11, 12 or consent of Instructor.

37. Aerial Photographic Interpretation**2 hours**

This course embraces the evaluation and depiction of geologic phenomena, vegetal distribution, drainage patterns, and cultural features. Two two-hour laboratory periods per week. Offered every Winter of even-numbered years.

39. Petrology**3 hours**

A study of the formation, occurrence, and characteristics of the common rocks

together with their field identification. Two lectures and one laboratory period each week. Offered every Winter of even-numbered years.

Prerequisite: Earth Science 12, 33.

41. Invertebrate Paleontology 4 hours

Morphology, classification, geologic significance of fossils; special emphasis on the study of index fossils of North America. Three lectures and one laboratory period each week. Offered every Fall of odd-numbered years.

Prerequisite: Earth Science 12.

43. Structural Geology 4 hours

A study of the framework of the earth's crust, the deformation of the earth, its causes and effects. Three lectures and one laboratory period each week. Offered every Fall of even-numbered years.

Prerequisites: Earth Science 12 and Math 15.

44. Stratigraphy and Sedimentation 4 hours

Methods of description, classification, interpretation, and correlation of rock units. Laboratory exercises are designed to aid in understanding stratigraphic problems, fundamentals of sediment study methods, paleo-environments, and facies changes. Two lectures and two laboratory periods each week. Offered every Winter of odd-numbered years.

Prerequisites: Earth Science 12, 39, 41.

55. Independent Study 1-3 hours

59. Environmental Systems 3 hours

This course is conducted as a seminar with faculty from Biology and Earth Science Departments sharing in the selection of specific topics to be covered. It is intended to provide the student with current information on governmental agencies and legislation concerned with the environment. Further, considerable time will be spent on causes and cures of environmental destruction from an engineering point of view. Offered every Fall of even-numbered years.

Department of Economics

The program in economics has the following objectives:

- 1) to provide methods of inquiry which enable the students better to understand how modern economic systems function;
- 2) to develop the students' critical, analytical, and problem-solving capabilities as part of a preparation for careers in business and government or for graduate study in economics, business, or law.

Departmental Requirements:

- 1) Economics 23-24 are prerequisites for all upper-level courses except Economics 28.
- 2) The requirement for a major sequence in economics is 36 hours, including Economics 23, 24, 28, 31, and 32.
- 3) Up to 9 of the 36 hours may be selected from the following courses: Accounting 11, Accounting 12, Mathematics 25, Finance 33.
- 4) The requirement for a minor sequence is any 18 hours.

Suggested Program:

- 1) In the freshman year it is suggested that students majoring in Economics take: Core 1-2; Economics 23-24; and Accounting 11-12.

2) Most economics courses are offered every other year. Thus the student should meet with a faculty advisor to plan a schedule of courses for the sophomore, junior, and senior years.

3) Students expecting to pursue graduate work in economics or business should take Mathematics 15, 25, 26, and Economics 46.

Teacher Education Requirements:

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;

Educ 10, 14, 21, 43, 78, 79, 87, 91, 92, 93, 96. Teaching major in Business: Bus 1, 2, 11, 12; Acct 11, 12, 31; Econ 23-24, 28. Elect 6 hrs. from Bus 12, 38. Acct 23-24. College major in Accounting, Economics, Finance, Management, or Marketing. The Economics major may also choose a social studies teaching major: Educ 10, 14, 21, 43, 66, 78, 79, 86, 91, 92, 93, 96; Econ 23, 24, 31, 32, 28, 40; Political Science 21, 22; Hist 32; 18 hrs. chosen from the additional offerings in Economics.

To add middle school certification: Educ 13, 39, 46, 60, 93 (3 hrs. total).

COURSES IN ECONOMICS

01. Economics for Middle School Teachers 3 hours

An overview of economic principles as exemplified by texts in common usage in middle school social studies programs.

23. Principles of Economics: Microeconomics 3 hours

A study of the principles and problems connected with the production, exchange and consumption of economic goods.

Prerequisite: Math 8 or Economics Department approval.

24. Principles of Economics: Macroeconomics 3 hours

A study of the principles and problems connected with the level and fluctuation of national income and employment, the economics of growth, and the principles of international trade.

Prerequisite: Math 8 or Economics Department approval.

28. Elementary Statistics (Bus. Ad. 28) 3 hours

An introduction to the fundamentals of modern statistics. Topics include the following: collection and organization data, descriptive statistics, probability and decision-making, problems of estimation and tests of hypotheses, linear regression, correlation, and time series analysis. Emphasis is on the interpretation and use of statistical analysis in business and economic problems.

31. Intermediate Income Analysis 3 hours

An intensive study of national income accounting and the theory of national income determination with special emphasis on the policy implications of the analysis.

32. Intermediate Price Analysis 3 hours

An intensive study of the theory of price in both the output and input markets with special emphasis on the application of modern tools of analysis to concrete business and public problems.

35. Money and Banking 3 hours

A study of monetary standards, banking principles, and monetary theory with emphasis on the financial institutions of the United States.

37. Government and Business 3 hours

A study of the foundations for government intervention in business and the activities in which it currently engages in relation to business, with emphasis on federal legislation as it applies to the maintenance of competition.

39. Comparative Economic Systems

3 hours

A study of the economic systems existing in the contemporary world with special emphasis on the comparison of these systems with the mixed enterprise system of the United States.
40. Public Finance

3 hours

A study of the principles of finance in government. Topics to be considered will include public revenues and expenditures, taxation, public debt, governmental budgeting, and fiscal policy.
42. American Economic History (History 38)

3 hours
43. Labor Economics

3 hours

The course concentrates on the size and composition of the labor force, the history of the labor movement, the issues involved in collective bargaining, wages and hours, unemployment, and social security.
44. International Finance (Finance 44)

3 hours

Examines the effects of trade on national income and production, the various policies that can be used to correct balance of payments problems, and the alternatives to the present international monetary system.
46. Introduction to Econometrics

3 hours

An examination of statistical methods frequently used in economics. Emphasis is given to the theory and application of multiple linear regression analysis.

Prerequisites: Economics 28 or equivalent.
50. Seminar

3 hours

The seminar will be directed to a discussion of current issues in economics which are not covered in the content of other courses.
55. Independent Study

1-3 hours
59. Topics in Economics

3 hours

Department of Education

TEACHER EDUCATION PROGRAMS AT SAINT JOSEPH’S COLLEGE

Elementary (1-6) certification with endorsements or minors possible in:
coaching, driver education, reading;
with the addition of middle school certification possible in: language arts,
science, social studies, mathematics, French, German, Spanish.

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Middle School certification with primary and supporting areas in: language arts,
science, social studies, mathematics, French, German, Spanish,
with the possible addition of all secondary patterns.

* * * * *

All Grade certification in Physical Education and Music,
with the possible addition of middle school supporting areas and secondary minor
areas.

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Secondary certification with majors and minors in: business education, English,
mathematics, social studies (economics, world civilization, American history,
sociology, psychology, geography, government),

science—(biology, chemistry, earth science, physics, general science, physical science),

speech—with additional minor or endorsements in: driver education, reading, coaching, health and safety, conservation and environmental studies, French, German, Spanish.

These programs are authorized by the State of Indiana in accordance with the provisions of Rules 46-47, Indiana Department of Public Instruction. In addition, they are approved by the National Council for the Accreditation of Teacher Education (NCATE). This assures the students that they are pursuing programs that will qualify for certification in most states. Students should raise specific questions with the institutional license advisor.

Elementary Education Teaching Majors:

- _____ All elementary students should register with the education department as soon as the decision is made to enroll in an elementary education program. If you are in doubt as to whether or not you have registered with the department, you may check the master roster which is maintained outside the education office. If your name does not appear on that list, inform the secretary of the Department of Education.
- _____ All elementary students register for Education 90 during each semester of the freshman and sophomore years and Education 94 during both semesters of the junior year.
- _____ All elementary majors apply for admission into teacher education during September of the junior year; obtain the necessary forms from the secretary of the Department of Education. A cumulative index of 2.40 is required for admission.
- _____ All elementary majors apply for admission into student teaching during January of the junior year. Obtain the necessary forms from the secretary of the Department of Education. A cumulative index of 2.50 is required for placement into student teaching.
- _____ All elementary majors complete the National Teacher Exam (NTE) during the second semester of the senior year. Obtain the necessary application forms from the secretary of the Department of Education during the first semester of the senior year.
- _____ All first semester education graduates must take this exam (NTE) in the Winter term of the previous year.
- _____ All elementary majors apply for teacher certification during the **last semester** of the senior year. Obtain the necessary forms from the secretary of the Department of Education.

MUSIC AND PHYSICAL EDUCATION ALL-GRADE TEACHING MAJORS:

- _____ All students who intend to teach music or physical education should register with the education department as soon as the decision is made to complete a teacher education program. If you are in doubt as to whether or not you have registered with the department, you may check the master roster which is maintained outside the education office. If your name does not appear on that list, inform the secretary of the Department of Education.
- _____ Education 13 and 91 are to be taken during the first semester of the freshman year; education 14 is to be taken during the second semester of the freshman year. Physical education majors take Biology 21-22 during the freshman year.
- _____ Education 21 and 92 are to be taken during the second semester of the sophomore year. Physical education majors take Biology 01 and physical education 39 during the first semester of the sophomore year.

_____ All physical education and music majors take Education 78 and 93 during the first semester of the junior year and Education 79 during the second semester of the junior year.

_____ All physical education and music majors take Education 45 during the second semester of the sophomore or junior year.

_____ All physical education and music majors apply for admission into teacher education during September of the junior year; obtain the necessary forms from the secretary of the Department of Education. A cumulative index of 2.40 is required for admission.

_____ All physical education and music majors apply for admission into student teaching during January of the junior year. Obtain the necessary forms from the secretary of the Department of Education. A cumulative index of 2.50 is required for placement into student teaching.

_____ All physical education and music majors apply for teacher certification during the **last semester** of the senior year. Obtain the necessary forms from the secretary of the Department of Education.

_____ All physical education and music majors complete the National Teacher Exam (NTE) during the second semester of the senior year. Obtain the necessary forms from the secretary of the Department of Education during the first semester of the senior year.

_____ All first semester physical education and music majors graduates must take this exam (NTE) in the Winter term of the previous year.

SECONDARY AND MIDDLE SCHOOL TEACHING MAJORS:

Accounting, biology, business, chemistry, communication and theater arts, earth science, economics, English, foreign languages, mathematics, psychology, sociology and social studies teachers:

_____ All students who expect to become middle or secondary teachers in the above areas should register with the education department as soon as the decision is made to enroll in a teacher education program. If you are in doubt as to whether or not you have registered with the department, you may check the master roster which is maintained outside the education office. If your name does not appear on that list, inform the secretary of the Department of Education.

_____ Education 14 and 91 are to be taken during the second semester of the freshman year.

_____ Education 21 and 92 are to be taken during the second semester of the sophomore year.

_____ All students who intend to teach in the above areas take Education 78 and 93 during the first semester of the junior year and Education 79 during the second semester of the junior year.

_____ All students who intend to teach in the above areas apply for admission into teacher education during September of the junior year; obtain the necessary forms from the secretary of the Department of Education. A cumulative index of 2.40 is required.

_____ All students who intend to teach in the above areas apply for admission into student teaching during the January of the junior year. Obtain the necessary forms from the secretary of the Department of Education. A cumulative index of 2.50 is required for placement into student teaching.

_____ All students who intend to teach in the above areas complete the National Teacher Exam (NTE) during the second semester of the senior year. Obtain the necessary forms from the secretary of the Department of Education during the first semester of the senior year.

_____ All first semester graduates who intend to teach in the above areas must take this exam (NTE) in the Winter term of the previous year.

_____ All students who intend to teach in the above areas apply for teacher certification during the **last semester** of the senior year. Obtain the necessary forms from the secretary of the Department of Education.

At the **elementary level** the department offers a bachelor of science degree in elementary education. The following courses are required: Core, including Education 10; Physics 1; Chemistry 1; Mathematics 1, 2, 3, 4; Art 47-48; Music 27-28; Physical Education 41; English 47-48; Education 13, 21, 70, 71, 72, 73, 74, 75, 76, 90 (4 hrs.), 94 (2 hrs.), 95, three hours American history, Economics 1. A maximum of 16 hours may be taken on a pass/not pass basis from the following courses: Art 47-48; Music 27-28; English 47-48; Physical Education 41; Economics 1.

At the middle school level, the student ordinarily majors in English, social studies, mathematics or science. The required education courses are Education 10, 13, 14, 21, 39, 43, 78, 79, 91, 92, 93, 96, and the appropriate special methods for the primary and supporting areas. Specific programs are available from the education office.

At the secondary school level, the student ordinarily majors in the subject area in which he intends to teach. The subject areas available are listed above and the specific requirements are found in each department. The required education courses are Education 10, 14, 21, 43, 78, 79, 91, 92, 93, 96 and the appropriate special methods courses at the middle and secondary level.

All grade majors are offered in **music** and **physical education**. Specific patterns are found under each of these departments; the required education courses are Education 10, 13, 14, 21, 43, 45, 78, 79, 91, 92, 93, 96 and the appropriate special methods course at the middle and secondary level.

Students are reminded that teacher education programs are governed by both State and College requirements, and so the outlined programs should be carefully followed. All certification programs require a **MINIMUM OF 124 SEMESTER HOURS**. Students who are preparing to teach in secondary schools should major in the subject area in which they intend to teach. They will be advised in their programs by their appropriate Teacher Education Committee representative and by a member of the education department. Elementary education students are advised by members of the education department. The recommended programs for secondary teaching majors and minors are included in the introductory text for each department. These recommended programs have been carefully planned and, in most cases, cannot be changed. If students are in doubt they should request information from any member of the education department.

Each semester, all students desiring to be certified should consult with and obtain the signature of their advisor in the education department before registering for the next semester. No student is to register for student teaching without the appropriate departmental signature.

STUDENT TEACHING REQUIREMENTS:

Student teaching assignments are made in cooperating public and independent schools in the State. In the case of elementary students, the student teaching experience begins in the first semester of the freshman year and continues each semester through the senior year.

The student spends the equivalent of one full day each week in a classroom environment working with an assigned teacher and class. These assignments will include:

- _____ a Kindergarten placement
- _____ an individualized-program placement
- _____ a placement which emphasizes the reading area, and
- _____ two other placements between the first grade and the middle school.

For these experiences freshmen and sophomores are to register for Education 90 for each of the four semesters. Juniors register for Education 94 for both semesters of the junior year. Secondary teachers have appropriate introductory experiences one semester each year by registering for Education 91, 92 and 93. All students complete a student teaching assignment of nine weeks of **full-time teaching** during either semester of the senior year. Placement is made by the Director of Student Teaching after approval by the Teacher Education Committee.

To qualify for student teaching, a student must normally:

1. Have a 2.50 cumulative index.
2. Have been in the teacher education program for at least one semester, doing C work or better.
3. Have passed at least six hours of professional education credit.

STATEMENT ON ACADEMIC ADVISING FOR ALL STUDENTS MAJORING OR MINORING IN EDUCATION

1. Students are required to show proof of academic advising by a member of the Department of Education prior to each semester's registration.
2. All transfer students must consult for academic advising with the Department Chairman prior to each semester's registration.
3. All student teachers must consult for academic advising with the Department Chairman prior to each semester's registration.

COURSES IN EDUCATION

10. Christian Education and the Human Situation (Core 10) 3 hours

A consideration of contemporary educational problems in the perspective of Christian humanism. Special attention is given to the philosophical and ethical aspects of these contemporary issues and some effort is made to place these issues in their historical perspective. Cultural and ethical concerns are explored. (This course is to be taken with or following Core 9.)

11. Educational Psychology 1: Psychology of Learning 2 hours

The course in educational psychology aims to give the student an understanding of the characteristics of human behavior and the factors which affect its development. Emphasis is placed on those basic facts and principles that are generally accepted by today's educators and that can be integrated into the student's own experience and made to function in his educational career.

(Sophomore standing)

13. Educational Psychology: Birth to Early Adolescence 2 hours

Principles of growth and development. Cognitive, psychomotor and affective development. Ethnic, cultural and disability awareness. Individual and group theories of learning. Education 91 is to be taken concurrently.

14. Educational Psychology: Adolescence and Youth 2 hours

Principles of growth and development. Cognitive, psychomotor and affective development. Ethnic, cultural and disability awareness. Individual and group theories of learning. Education 91 is to be taken concurrently unless it has already been completed in Education 13.

21. Social Foundations of Education 2 hours

The historical basis of the present educational system, social impact and future implications. Cultural, ethnic and minority expectations of school. Legal rights and responsibilities of students and teachers. Human relations skills. Education 92 is to be taken concurrently. (Educ. 21 is to be taken in the sophomore year.)

30. Educational Psychology II: Tests and Measurements (Psy. 33) 2 hours

The following topics are studied in this course: history of the testing movement; principles of test construction; qualities of and evaluation of teacher and standardized tests; a study of the various types of individual and group tests; basic statistical concepts, the application of tests to educational and psychological problems, and the giving of tests in actual educational and psychological problems.

34. Elementary Statistics 3 hours

An introduction to the fundamentals of modern statistics. Topics to be considered include the following: descriptive statistics, frequency distributions, measures of location, measures of variation, probability and decision-making, problems of estimation and tests of hypotheses, linear regression, correlation, and time series analysis. Emphasis is on the interpretation and use of statistical analysis in the social sciences.

38. Counseling and Guidance 2 hours

Principles and techniques of personal counseling and of educational and vocational guidance of high school students. Attention is given to the use of appropriate tests, rating scales, interview techniques, organizing of the guidance program, placement and follow-up services in the high school.

39. The Middle School 2 hours

The course presents a historical rationale for the middle school movement in the United States. This introduction is followed by a study of the organizational patterns of current middle schools. The final portion of the course is devoted to a detailed discussion of typical curricular patterns.

43. General Methodology, Organizational Principles and Classroom Management for Middle and Secondary Teachers 1 hour

Classroom management, teaching processes, instructional media, basic measurement theory, general principles of curriculum development, and individualization. This course must be taken by all middle school and secondary student teachers in conjunction with student teaching.

45. Curriculum and Organization: 1-8 2 hours

A course specially designed for all-grade teaching majors in music and physical education. In addition to a discussion of the general elementary curriculum, the course also considers the self-contained 1-8 classroom and the 6-8 organization of middle school programs.

46. Middle School Language Arts (English 47) 3 hours

A study of the nature of language as particularly exemplified by English. The course offers special study in etymologies, meaning, and the units of English grammar from the morpheme to the sentence. Emphasis is on contemporary approaches and new trends in the middle school curriculum.

47. Educational Theory: Philosophical Foundations 2 hours

A study of contemporary major philosophical models of education designed to aid students in developing and integrating their own philosophy of education.

(Senior standing)

55. Independent Study 1-3 hours**METHODOLOGY COURSES FOR ELEMENTARY TEACHERS****70. Methods in Science for Elementary Teachers 2 hours**

Techniques and methods of teaching elementary science. Curriculum development, laboratory methodology, individual diagnosis, remedial teaching, evaluation.

71. Developmental Reading for the Elementary Teacher 2 hours

The course begins with an overview of language arts in general, especially handwriting and spelling. This is followed by a detailed study of basal and developmental

reading programs, with an emphasis on cultural and linguistic deficiency and difference.

72. Reading Diagnosis in the Elementary School Program 2 hours

Emphasis on the diagnosis of reading difficulties, with special attention given to ethnic and cultural differences in reading development. The principles of measurement theory as they apply to diagnosis and evaluation are reviewed and developed.

73. Children's Literature 2 hours

A survey of traditional and contemporary literature for children from kindergarten through junior high school. Emphasis is placed on types of literature, methods of use, authors and illustrators. Techniques of introducing children to literature and in developing and extending the appreciation of it through the use of all kinds of hard and software. The language arts and the creative arts will be stressed.

74. Methods in Speech for Elementary Teachers 2 hours

Techniques and methods of teaching oral expression. Emphasis will be upon the diagnosis of simple defects and disorders.

75. Methods in Social Studies for Elementary Teachers 2 hours

Techniques and methods of teaching elementary social studies. Curriculum development, individual diagnosis, remedial teaching, evaluation.

76. Techniques of Corrective Reading for Elementary Teachers 2 hours

Emphasis on individual difficulties and remediation. The principles of measurement theory, especially the interpretation of the standard error of measurement for individual diagnosis of reading difficulties, are included.

METHODOLOGY COURSES FOR MIDDLE SCHOOL TEACHERS

Each student preparing for middle school teaching is required to take the methodology courses appropriate for his primary and supporting areas. Completion of this course is a requirement for certification and enrollment is limited to teacher education students. Candidates for secondary certification, except in business, must also complete the methodology course for middle school teachers. Curriculum development, laboratory methodology, individual diagnosis, remedial teaching, evaluation.

***60. The Teaching of Language Arts in Middle School 1 hour**

***61. The Teaching of Science in Middle School 1 hour**

***62. The Teaching of Mathematics in Middle School 1 hour**

***64. The Teaching of Health and Physical Education in Middle School 1 hour**

***65. The Teaching of Music in Middle School 1 hour**

***66. The Teaching of Social Studies in Middle School 1 hour**

***67. The Teaching of Foreign Language in Middle School 1 hour**

77. Reading and the Content Areas — Grades 5-8 2 hours

Emphasis on techniques and approaches to the specific subject areas.

78. Diagnostic and Remedial Reading for Middle and Junior High School Teachers 2 hours

This course shall develop understanding of reading problems encountered by students of this age level in subject oriented materials. The curriculum and organization of the elementary school shall be reviewed as a foundation for the treatment of specific difficulties in each content area. Informal and formal measurement of reading levels and techniques to promote individualized and interdisciplinary learning shall be stressed. Education 93 is to be taken concurrently.

79. Diagnostic and Remedial Reading for Secondary Teachers 2 hours

Techniques for diagnosis, remedial teaching and evaluation for grades 10-12. Cultural and ethnic differences are explored.

METHODOLOGY COURSES FOR SECONDARY TEACHERS

Each student preparing for secondary teaching is required to take the methodology course appropriate for his major area. Completion of this course is a requirement for certification and enrollment is limited to teacher education students. Secondary teachers must also take the appropriate methods course for middle school teachers. Curriculum development, laboratory methodology, individual diagnosis, remedial teaching, evaluation.

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| *80. The Teaching of Language Arts in Secondary Schools (1982-83) | 1 hour |
| *81. The Teaching of Science in Secondary Schools (1982-83) | 1 hour |
| *82. The Teaching of Mathematics in Secondary Schools | 1 hour |
| *84. The Teaching of Health and Physical Education in Secondary Schools | 1 hour |
| *85. The Teaching of Music in Secondary Schools | 1 hour |
| *86. The Teaching of Social Studies in Secondary Schools (1982-83) | 1 hour |
| 87. The Teaching of Business in Secondary Schools | 2 hours |

PROFESSIONAL LABORATORY EXPERIENCES

The professional laboratory experiences are designed to give the prospective teacher an opportunity to test his technique in actual school settings. Education 90, 91, 92, 93, 94 must be taken along with the courses to which they are assigned or in the designated semester. These courses may be taken on a non-credit basis if the student so desires, with the exception of 91 which must be taken for credit.

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| 90. Professional Laboratory Experiences: Elementary Practicum | 1 hour |
| All prospective elementary teachers register for Education 90 during the freshman and sophomore semesters. A monthly seminar meeting is also required. | |
| 91. Professional Laboratory Experiences: Educational Psychology | 1 hour |
| All prospective secondary teachers register for Education 91 during the freshman year along with Education 13 or 14. Those students who take both Education 13 and 14 should register for Education 91 along with whichever of the two courses they take first. | |
| 92. Professional Laboratory Experiences: Multi-cultural | 1 hour |
| All prospective secondary teachers register for Education 92 along with Education 21 during the sophomore year. | |
| 93. Professional Laboratory Experiences: Middle School | 1 hour |
| All middle and secondary teachers register for Educ 93 along with Educ 78 during the first semester of the junior year. | |
| 94. Professional Laboratory Experiences: Reading | 1 hour |
| All elementary students register for Education 94 during both semesters of the junior year. At least one of these experiences should be at the middle school level. | |
| 95. Student Teaching: Elementary | 3-9 hours |
| A semester's program of observation and teaching in an approved elementary school. For the grading system in Ed. 95 see Pass/Not Pass option.
Prerequisite: Departmental approval; 2.50 cumulative index. | |
| 96. Student Teaching: Secondary | 3-9 hours |
| A semester's program of observation and teaching in an approved secondary school. For the grading system in Ed. 96 see Pass/Not Pass option.
Prerequisite: Departmental approval; 2.50 cumulative index. | |

*The one hour of special methods is taken with student teaching.

Department of English

The aims of the Department of English are: 1. to teach the student to read with understanding, and to write and speak with correctness, with exactness, and with some artistry. According to information compiled from fifty-three law schools, thirty-seven medical schools and over four hundred industrial organizations, these professions and businesses state "that training in English and literature, particularly at the college level...is invaluable in preparation for futures in these three outstanding professional areas." (Cf., "English: The Pre-Professional Major," *Bulletin of the Association of Departments of English*, March 1972.) Obviously, such professions and businesses look to the development of the individual as a whole; 2. to develop a capacity for the enjoyment of literature, especially of the major English and American authors; 3. to cultivate what Newman calls "enlargement of mind," which embraces breadth and depth of view, critical judgment and good taste; 4. to provide adequate preparation for graduate studies, for teaching in secondary schools, and for the study of journalism, law or the professions. We wish our majors to be competent enough to analyze, interpret, reorganize and rephrase material; they should have the ability to present an argument logically, speak well in public, prepare well-documented reports, edit or rewrite material prepared by technical personnel and often, to write and to speak in a foreign language.

Departmental Requirements:

1. The requirement for a major sequence in English is 36 hours. Each major is required to take English 25, 26 and 45 and in addition should take 6 hours from English 21, 22 and 23. The student is strongly urged to take 9 of these hours during the freshman year. The additional 21 hours required for the major should be chosen from courses numbered 30 and above.

2. The student majoring in English who wishes to graduate with a B.A. degree must show credit in intermediate foreign language. The B.A. degree is recommended for English majors who plan to do graduate work. The B.S. degree is also available for English majors (no foreign language requirement). Please consult your faculty advisor about this option.

3. The English minor must choose 6 hours from English 21, 22 and 23. The remaining 12 hours can be chosen from the remaining course offerings.

Suggested Program:

1. Freshmen majoring in English should take: Core 1-2; English 21, 22 or 23, English 25 and 26. Students who wish a B.A. degree should also enroll in a foreign language (e.g. German 1-2).

2. Students should discuss with a departmental advisor the minor or minors they propose to take. Freshmen are assigned a departmental advisor, upperclassmen may choose their own.

Teacher Education Requirements:

Core 1,2,3,4,5,6,7,8,9;

Educ 10,14,21,43,60,78,79,80,91,92,93,96. *Teaching major in English:* 25,26,27,30,38,45,46,47,48; C&TA 47. To add middle school certification: Econ 1; Educ 13,39,66,93 (3 hrs. total).

COURSES IN ENGLISH

21. An Introduction to Poetry

3 hours

Extensive analytical reading of lyrics to promote appreciation of lyrical diction,

motifs, metrics, forms, types, and structures, and also to learn the pertinent nomenclature.

22. An Introduction to Fiction

3 hours

An introductory study of such narrative techniques as plot development, characterization and point-of-view in fiction and related narrative modes. The course deals largely with the short story and is modern in its emphasis.

23. An Introduction to Drama

3 hours

An introductory course in the essentials of dramatic literature — plot, character, conflict, and theme. This course traces the development of Western drama and emphasizes movements of modern drama such as realism, naturalism, expressionism, existentialism, and the theatre of the absurd.

24. A Basic Course in College Composition

3 hours

A course in the basic elements of clear and coherent expository prose. Accurate perception, organization and logical development are emphasized. (*Offered each year during the first semester.*)

25-26. A Survey of British Literature

(Required of all English and English-Education majors).

6 hours

A basic survey of British literature which examines the major writers of Britain within the historical context of the chief literary modes and conventions of their times.

27. Laboratory in Journalism (Communications 27)

(Required of all English-Education Majors)

3 hours

A study and practice of the fundamentals of gathering and writing news, editing news, newspaper layout and design, and managing the financial affairs of a newspaper. Tailored to the needs of the English-Education major who may eventually become a high school newspaper or yearbook advisor, the course is designed to impart a practical and working knowledge of the newspaper itself and in its relation to the mass communication media.

28. Journalism Ethics

3 hours

A comprehensive study of legal and ethical considerations inherent to a free press in a free society. More than 200 case histories plus a series of guest speakers add depth and insight to a course that probes ethical codes and value systems in the mass news media. Special emphasis is given not only to how the press functions, but why it functions as it does.

30-34. Periods of British and Continental Literature

3 hours each

These period courses emphasize the major historical and literary movements of the time. At least one period course will be offered each year. The periods are:

30. *The Renaissance, 1350-1650*. 3 hours. Readings of the major writers in Europe from Boccaccio to Thomas More. Included for in-depth study are such writers as Marlowe, Spenser, Shakespeare's non-dramatic works and John Donne.
31. *Neo-Classicism, 1660-1800*. 3 hours. Preliminary readings in Pascal, Molière, Racine, Voltaire, and Milton: then in-depth study of Dryden, Swift, Addison, Pope, and Johnson; some attention finally to the Pre-Romantics, especially Gray, Goldsmith, Thomson, Collins, Cooper, and Burns.
32. *The Romantic Movement, 1800-1832*. 3 hours. In-depth readings of the Romanticists Blake, Coleridge, Wordsworth, Byron, Shelley, Keats, Lamb, Hazlitt, Scott, and DeQuincey. There is some cursory attention given to their lesser contemporaries and on interrelations with continental authors and movements.
33. *The Victorian Age, 1860-1910*. 3 hours. Readings of the major writers in England from Tennyson to Pater. Included for in-depth study are such writers

as Carlyle, Newman, Browning, and Arnold. This course includes both poetry and prose.

34. *The Twentieth Century*. 3 hours. This course concentrates on prose fiction and, to some extent, the drama and poetry of our century. It explores such major movements as existentialism; it studies such techniques as stream-of-consciousness writing; and discusses such recurring themes as alienation.

35-38. American Literature

3 hours each

A four semester survey of major writers in America. The four semesters are grouped in the following chronological sequence:

35. *The Age of Ideology and Revolution to 1850*. 3 hours. Readings of the major writers in America from Bradford to Melville. Included for study are such writers as Franklin, Irving, Hawthorne, Emerson and Thoreau.
36. *The Gilded Age, 1850-1920*. 3 hours. Readings of the major writers in America from Whitman to Dreiser. Included for study are such writers as Dickinson, Twain, James, Crane, Robinson and Frost.
37. *The Modern Age, 1920-1950*. 3 hours. Readings of the major writers in America from Eliot to Wright. Included for study are such writers as Fitzgerald, Hemingway, Williams, Cummings, Hughes, Dos Passos and Faulkner.
38. *Contemporaries, 1950 to today*. 3 hours. Readings of the major writers in America today. Included for study are such writers as Roth, Malamud, Baldwin, Mailer and others who seem to be particularly influential at the time the course is offered.

40. Tragedy and Comedy

3 hours

A study of the theories and types of tragedy and comedy. The course is comparative in emphasis and covers the time span of Western literature. The works studied may include drama, prose fiction, poetry and films.

42. The Novel

3 hours

A study of the novel as a major literary form which cuts through national boundaries. The course will include novelists of the professor's choice such as Austen, Flaubert, Dostoyevsky, Joyce, Mann and Faulkner.

44. The Cinema

3 hours

A study of the film as a major contemporary art form. The course includes a study of traditional and experimental films, film language and film criticism.

45. Literary Criticism (Required of all English majors.)

3 hours

A study of the nature, basic values, and techniques of literature as interpreted by various critics. Insight into principles, criteria, and method is deepened through selected readings.

46. The Development of Modern English

(Required of all English-Education majors.)

3 hours

A study of the historical patterns necessary for an understanding of the English language as it is spoken and written today. The early growth and development of English, changes in meaning and the value of words, and usage in modern English are emphasized.

47. Linguistics and Grammar (Education 46)

(Required of all English-Education majors.)

3 hours

A study of the nature of language as particularly exemplified by English. The course offers special study in etymologies, meaning, and the units of English grammar from the morpheme to the sentence. Emphasis is on contemporary approaches and new trends with some attention given to conventional grammar.

48. Advanced Writing (Required of all English-Education majors.) **3 hours**
Advanced study of the major forms of writing: expository, persuasive, expressive, and creative.

55. Independent Study **1-3 hours**

56. Professional Writing (Communications 56) **3 hours**
This course studies and will offer extensive practice in the forms and techniques of the kinds of writing employed in various professions — law, business, science, free lance journalism, and others. This course may be taken more than once as its specific subject matter will change from semester to semester.

58. Major Writers **3 hours**
A course of study in the major works of a significant world writer or group of writers. In the past writers such as Chaucer, Shakespeare, Milton, Dickens, O'Neill, Frost, Eliot, and Thomas Mann have been given special study.

59. Special Studies in Literature **3 hours**
A course of study in a major literary topic. Some of the courses offered in the past have included *Existentialism*, *Modern Poetry*, *The Russian Novel*, *Myth and Philosophy*, *American Drama*, *Afro-American Literature*, *The Harlem Renaissance*, *American Radicalism*.

Department of Foreign Languages

The courses offered by the Department of Foreign Languages are designed to fulfill these general aims: (1) to provide the student with a basic knowledge of modern and classical language; (2) to offer through the study of language an insight into and an appreciation of the literature and culture of other peoples. More specifically, the department's purpose is to provide the student with the basic skills in a language — namely, the ability to read, write and speak modern languages and to read and write classical languages — in preparation for entrance into graduate school, theological seminaries and the teaching profession.

Overloads caused by course work in foreign languages will not be charged to the student.

Any student can fulfill his or her minor requirement by successfully completing a total of 12 hours beyond the freshman level in foreign languages. Two modern or two classical languages may be combined for this purpose. E.g., French 21-22 and German 21-22 will fulfill the minor requirement.

Departmental Requirements:

The requirement for a minor sequence in French, Latin, Greek, German or Spanish is 6 hours above the intermediate level.

Teacher Education Requirements:

Teaching minor in French: French 21-22, 31-32, 35-36, 49, 55.

Teaching minor in German: Ger 21-22, 26, 31, 32, 33-34, 55.

Teaching minor in Spanish: Span 21-22, 31, 32, 35, 36, 41, 42.

COURSES IN FRENCH

1-2. Elementary French **6 hours**
This introductory course insists on pronunciation, vocabulary building, free conversation, and structural analysis. Development in speaking, writing, and reading is encouraged by emphasis on aural comprehension and free conversation. Dialogue between students is carried on in class.

21-22. Intermediate French 6 hours

The thorough presentation of grammar is aimed at increasing the student's ability to understand and speak French. Modern prose readings from select literary works are done, with discussion in French. Application of grammatical usage is made in classroom dialogues. Training in oral and written expression is intensive. An introduction to literary translation, stylistics and versification is given.

31-32. Advanced Composition and Conversation 6 hours

Correct, idiomatic and effective writing and speaking in French. Assigned translations include excerpts from French literature and other publications. The class is conducted primarily in French.

Prerequisite: French 22 or equivalent.

35. French Literature I 3 hours

A survey of seventeenth and eighteenth century French literature, to be read in French.

Prerequisite: French 22 or equivalent.

36. French Literature II 3 hours

A survey of nineteenth and twentieth century French literature, to be read in French.

Prerequisite: French 22 or equivalent.

49. French Civilization 3 hours

This course deals with French religion, philosophy, history, literature, art, and music.

55. Independent Study 1-3 hours**COURSES IN GERMAN****1-2. Introductory German 6 hours**

Exercises in pronunciation, essentials of grammar, and functional vocabulary. Intensive reading from graded texts.

21-22. Intermediate German 6 hours

Review of grammar. Practice in reading and writing. Required selections from modern works in the narrative, dramatic, and scientific styles.

26. Scientific German 3 hours

An intensive reading for students majoring in science. This course may be substituted for German 22.

31. Advanced Composition 3 hours

Correct, idiomatic and effective writing in German. Translations are assigned, as well as topics for individual creative writing.

32. Advanced Conversation 3 hours

Systematic and intensive German oral practice. Topics are assigned for individual presentation and group discussion. The class is conducted in German and audio-visual aids are used to perfect pronunciation.

33. German Civilization 3 hours

A survey of the history and culture of the German speaking countries in Europe from the beginnings to the present.

34. German Literature 3 hours

A survey of German literature with selections from classical and contemporary German literature to be read in German.

COURSES IN GREEK**1-2. Elements of New Testament Greek 6 hours**

A study of the fundamentals of inflection and rules of syntax as found in the Greek of the New Testament.

21-22. The Greek New Testament 6 hours

The course aims to impart a reading knowledge of the Greek New Testament through the reading of some selections from the Gospels and the *Acts of the Apostles*.

COURSES IN LATIN**1-2. Introductory Latin 6 hours**

Latin 1 is a study of fundamentals aimed at an early acquisition of a reading knowledge of Latin. Latin 2 is a continuation of Latin 1.

Prerequisite: Latin 1 or equivalent.

11-12. Intermediate Latin 6 hours

Latin 11 aims to develop the student's ability to recognize grammatical usage through composition and selected readings of moderate difficulty. Latin 12 is a continuation of Latin 11.

31. Christian Latin 3 hours

Introduction to the grammar and syntax of ecclesiastical Latin; selections from all periods.

32. Patristic Latin 3 hours

Readings from the Latin Fathers.

55. Independent Study 1-3 hours**COURSES IN SPANISH****1-2. Introductory Spanish 6 hours**

Drill in the basic grammatical rules. Simultaneous development of the four ends of language study: reading, aural comprehension, writing and speaking.

21-22. Intermediate Spanish 6 hours

Review of basic grammatical forms, plus advanced grammar and idiomatic usage. Reading of selected texts and written reports are required.

31. Spanish and Spanish-American Civilization and Culture 3 hours

Readings and discussions of the history, civilizations, and art of the various Spanish-speaking countries of the world. Knowledge of the Spanish language is required.

32. Advanced Composition and Conversation 3 hours

Intensive practice in correct, idiomatic and effective writing as well as speaking Spanish. Topics are assigned for individual as well as group presentation. Basic training in the language is presumed.

35-36. Spanish Literature 6 hours

Survey of Spanish literature from its beginnings to modern times. Selected readings from the most important authors. Written and oral reports are required.

41-42. Spanish-American Literature 6 hours

A survey of Spanish American literature with emphasis on the nineteenth and twentieth centuries. Selected readings from representative authors from various countries.

Department of History

The Department of History offers to enlarge the student's intellectual horizon by an ordered, meaningful, and up-to-date inquiry into man's past. This includes not only

courses in United States and European history, but also introductions into several areas of non-Western history and into the basic skills of historical research itself. Concentration in history prepares the student for graduate studies, entry into law school, and teaching in secondary schools, as well as providing a broad, cultural basis for a later career in various fields of business or the arts. The Department encourages students to enroll in a number of commerce courses as a method of broadening their interests.

Departmental Requirements:

1. A major sequence in history requires 36 hours including History 23-24, History 50, and at least one course selected from each of the following four fields: Medieval & Early Modern Europe (Hst 31, 45); Modern Europe (Hst 47, 48, 49); American (Hst 23, 24, 33, 35, 36, 38); Non-Western (Hst 40, 41, 42, 43, 44). A minor in history must include courses from at least two of these fields.

2. Students expecting to pursue graduate studies in history are advised to take at least twelve hours or the equivalent in a foreign language, preferably French and German.

Suggested Program:

1. Freshman students majoring in history will take: Core 1-2; History 23-24; and Political Science 21. Foreign language is recommended as a freshman elective.

2. Electives recommended for the sophomore year are the following: Economics 23-24, or courses in business administration.

3. Political Science 44, International Relations, may be counted towards the 36 hours required for a major in history.

Teacher Education Requirements:

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;

Educ 10, 14, 21, 43, 66, 78, 79, 86, 91, 92, 93, 96. *Teaching major in Social Studies with world and American history as primary areas and a supporting area in government:* Hist 23, 24, 31, 32; elect 6 hrs. from 37, 42, 49; elect 3 hrs. from Hist 41, 42, 43, 44, 46, 47; elect 6 hrs. from Hist 33, 34, 36, 38, 40; Pol Sci 21, 22.

Teaching minor in American History: Hist 23-24 and 9 hrs. from 33, 34, 36, 37, 38, 40.

Teaching minor in World Civilization: elect 6 hrs. from Hist 31, 32, 43, 44 and 6 hrs. of electives in any social studies.

To add middle school certification: Econ 1; Educ 13, 39, 46, 60, 93 (3 hrs. total).

COURSES IN HISTORY

23-24. United States History, I-II 6 hours

A study of American civilization from its European origins until 1865 in the first semester; its development since 1865 until the present is considered in the second semester.

25. Modern Europe 3 hours

A general survey of European history and civilization from 1500 to the present. Offered in alternate years.

31. Medieval Europe 3 hours

The development of western Europe from the disintegration of the Roman Empire in the West to the Renaissance, roughly from the fifth to the fifteenth centuries. Stress is placed upon the emerging institutions; feudalism, manorialism, towns, law, the church and central monarchies. Offered in alternate years.

32. Ancient Greece and Rome**3 hours**

A survey of ancient history in the Mediterranean area with principal attention given to the institutions and achievements of Greece and Rome. Offered in alternate years.

33. The American Frontier**3 hours**

The history of the American frontier with emphasis upon westward expansion, continuous settlement, and the import of the frontier experience on American cultural and political ideas and institutions. Offered in alternate years.

34. Jeffersonian/Jacksonian America**3 hours**

A study of America in the formative years after independence, with special emphasis on Jefferson and Jackson and American life during their administrations. Offered in alternate years.

35. The American City**3 hours**

The history of urban development both chronologically and topically with special stress on cities such as New York, Boston, and Chicago to illustrate the general thrust of the city in American life. Offered in alternate years.

36. Recent America**3 hours**

American political and social history is stressed from Franklin D. Roosevelt's election in 1932 through the Nixon presidency. Offered in alternate years.

37. American Foreign Relations (Pol Sci 32)**3 hours**

A survey of United States relations with Europe, Latin America, Russia, and the Orient, tracing the origins and development of our foreign policy and the history of the men who framed it. Offered in alternate years.

38. American Economic History (Economics 42)**3 hours**

Included are the physical environment of American economic development, colonization, continental expansion and industrialism, the economy during war time, prosperity, and depression.

40. History of Latin America**3 hours**

After some consideration of the colonial backgrounds, stress is placed on the major nations of Latin America since the Wars of Liberation to the present. Offered in alternate years.

41. History of East Asia**3 hours**

The Western impact on the Far East and the Eastern response in the 19th and 20th centuries. International relations are appropriately emphasized, but full attention is given to the more fundamental factors of Chinese and Japanese institutions and ideas.

42. Modern Middle East**3 hours**

A survey of major developments in the Middle Eastern countries between Egypt in the West and Iran in the East with a major emphasis on late 19th and 20th century trends.

43-44. History of Russia I-II**6 hours**

The origins and growth of the Russian people and institutions from the eighth century to the present. Offered in alternate years.

45. Renaissance and Reformation**3 hours**

Emerging modern Europe between about 1450 and 1648; the rise of national monarchies, the commercial revolution, the Renaissance, and the religious reformations. Offered in alternate years.

47. Revolutionary Europe, 1789-1871**3 hours**

The history of Europe from the French Revolution through the unifications of Germany and Italy.

48. Europe, 1890-1945 **3 hours**

The decline of Europe from its overwhelming world dominance in the late 19th century through its almost self-destruction in the two World Wars. The rise of the dictatorships and the Western democracies' struggle for survival are stressed.

49. The Cold War — Since 1945. (Pol Sci 49) **3 hours**

The major European developments since World War II. The rise of the U.S.-Soviet competition for world-wide supremacy, with special stress on its implications for Europe. Post-war European reconstruction and movements toward European unity are treated. Offered in alternate years.

50. The Study of History **3 hours**

An introduction by means of directed readings and individual projects, to the study of history, its methods, varieties, uses, and relevance. The importance of history as a way of thinking, "historical Mindedness," the role of the historian, and careers in history and related fields will be treated.

55. Independent Study **1-3 hours**

59. Topics in History **3 hours**

Based on student interest and current trends and needs, the Department offers a number of topics and eras, for example: History of Africa, the American Revolution, and the Later Middle Ages.

Humanities

Saint Joseph's offers the opportunity for the obtaining of a two-year Associate in Arts degree in the Humanities. The program includes the entire Core Curriculum plus fifteen hours elected from the fields of Communications and Theater Arts, English, Modern Foreign Languages, Music, Philosophy, and Religion. Although the requirements might be taken over a longer period of time, if one were to complete the degree in four semesters, the schedule of courses would be:

First Year		Second Year	
Sem. I	Sem. II	Sem. I	Sem. II
Core 1	Core 2	Core 3	Core 4
Core 5	Core 6	Core 9	Core 10
Core 7	Core 8	Elective	Elective
Elective	Elective		Elective

International Studies

A group major in International Studies, organized in 1977, was the natural outgrowth of the internationalist thrust of the Saint Joseph's Core Curriculum and of the personal commitments of a number of the College's faculty. In a century when all peoples of the earth are becoming more and more aware of their interdependence, there is great need for college graduates who are prepared to serve in careers in the international field and who have learned how to think perceptively and with sensitivity in terms of the global Family of Man.

The group major in International Studies is an excellent preparation for careers with the federal government (over thirty agencies), the foreign service, public international organizations (United Nations, regional bodies), banking and business, consulting firms, research organizations, teaching, trade and professional associations, the media (press, radio, television), foundations and other private nonprofit groups (Red Cross, CARE, National Geographic).

The program described below has been put together after careful study of the competencies which a graduate entering a career position in the international field ought to

have. Our program will provide the student with the opportunity to develop the following traits and skills:

- (1) a sense of the dignity of the human person, clarity of personal and cultural values, broad and deep understanding of the commitments of Christian humanism;
- (2) proficiency in speaking and writing, the ability to organize thoughts and introduce timely arguments, skill in logical analysis of problems;
- (3) basic skills in economic and political analysis, including both quantitative and qualitative approaches;
- (4) a conceptual grasp of history and contemporary events, and the ability to relate specific cases to general patterns;
- (5) knowledge of foreign peoples, languages and institutions, suggesting an ability to relate and to analyze across cultural and national lines.

Departmental Requirements

- (1) Required for graduation are the 45 hours of the Core Curriculum, the 54 hours in the group major, and 21 hours of electives.
- (2) The 54 hours for the group major are to be selected in the following manner:
 - 15 hours in the Values Component,
 - 24 hours in the Systems Component, and
 - 15 hours in the Areas Component.
- (3) Students should consult with their faculty advisor prior to scheduling courses each semester.

Suggested Program

- (1) Students are strongly urged to use their elective hours for learning one or two modern languages (French and Spanish preferred). Anything else would be far less valuable, but other suggestions are: a minor in Business, in Psychology, in Finance — depending on one’s career plans — or simply more courses in the three components of the group major itself.
- (2) In the freshman year students should take Cores 1 and 2, Economics 23, Political Science 22, beginning work in languages, and other offerings in the three components of the group major.
- (3) Internships can be arranged in the junior or senior year through the Washington Center for Learning Alternatives, Drew University’s U.N. Semester, or the Agency for International Development. Students doing such an internship may be dispensed from the 6 hours of Non-Western Core (Cores 7 and 8) and the 3 hours of Core 10, if necessary, but in any case very careful counseling and advance planning are required to fit in an internship and not miss out on any required courses.

COURSES — VALUES COMPONENT (any 15 hours required)

PHIL	41	Traditional Political Philosophy	3 hours
	42	Modern Political Philosophy	3 hours
	45	Philosophy of Religion	3 hours
	47	Philosophy of Law	3 hours
	50	Oriental Philosophy	3 hours
REL	20	Religious Traditions	3 hours
	31	Questions of Belief: Liberation Theology	3 hours
	35	The Corporate Destiny of Mankind	3 hours

COURSES — SYSTEMS COMPONENT (any 24 hours required)

EARTH SCI	24	Anthropological Geography	3 hours
	32	Economic-Political Geography	2 hours
ECON	23	Principles of Economics: Microeconomics	3 hours
	24	Principles of Economics: Macroeconomics	3 hours
	39	Comparative Economic Systems	3 hours
	44	International Finance	3 hours
POL SCI	22	Comparative Government	3 hours
	43	International Law & Organization	3 hours
	44	International Relations	3 hours
PSYCH	32	The Individual & Society: Social Psychology	3 hours
SOC	21	General Sociology	3 hours
	30	Culture and Society	3 hours
	39	Political Sociology	3 hours

COURSES — AREAS COMPONENT (any 15 hours required)

HIST	37	American Foreign Relations	3 hours
	40	History of Latin America	3 hours
	41	History of East Asia	3 hours
	43-44	History of Russia, I-II	6 hours
	48	Europe, 1890-1945	3 hours
	49	The Cold War — Since 1945	3 hours
	59	Topics in History (occasional course with international focus, such as History of Africa, Modern Middle East, etc.)	3 hours
ENG	59	Special Studies in Literature (occasional courses with international content, such as The African Novel, The Russian Novel, etc.)	3 hours

Department of Mathematics

The mathematics courses offered below are designed to help the student attain: 1) an understanding and appreciation of the fundamental methods of deductive reasoning; 2) adequate preparation for work in graduate and professional schools; 3) facility in the use of mathematics as a tool; 4) thorough familiarity with modern mathematical concepts.

Departmental Requirements:

1. The requirement for a *major* sequence in mathematics is 36 hours. The requirement for a *minor* sequence is 18 hours. Math 1, 2, 3, 4 and 8 do not count toward the major or minor.
2. A group-major in mathematics-computer science will require a total of 54 hours: a minimum of 21 hours of computer science including CS 24, 31, 33, 34, 39, and 53; and a minimum of 30 hours of mathematics including Math 32 and 35. Math 36, 37, 38 and 42 are recommended. 3 additional hours are to be elected from the mathematics and computer science offerings.
- All other group-majors involving mathematics will require a minimum of 21 hours of mathematics and a total of 54 hours.

Suggested Program:

1. In the freshman year, students majoring in math will take: Core 1-2; Math 12, 15; Computer 10.
2. Students should consult their faculty advisor in the mathematics department prior to scheduling courses.
3. The standard sequence of courses for science students and, in particular, for engineering students should be as follows: Mathematics 15 (Analytic Geometry) Mathematics 25, 26, and 35 (the Calculus sequence).

Teacher Education Requirements:

- Core 1, 2, 3, 4, 5, 6, 7, 8, 9;
 Educ 10, 14, 21, 43, 62, 78, 79, 82, 91, 92, 93, 96. *Teaching major in Mathematics:* Math 15, 25, 26, 32, 33, 35, 43. Elect 3 hrs. from Math 42, 44. Elect 3 hrs. from Math 38, 40. Elect 3 hours from Math 36, 37, 39, 46 or any Computer Science course and the major in Mathematics.
Teaching minor in Mathematics: Math 15, 25, 26, 32, 33, 35, 43. Elect 3 hrs. from Math 38, 40.
 To add middle school certification: Econ 1; Educ 13, 39, 46, 93 (3 hrs. total) and either 60 or 66.

COURSES IN MATHEMATICS

- 1. Fundamental Theory of Arithmetic for Elementary Teachers** **3 hours**
 This course is designed specifically for elementary teachers and stresses the number system structure from natural numbers to and including rational numbers. Major areas of emphasis are set terminology, numeration systems, basic number of properties, and review of fundamental arithmetic processes.
- 2. Algebra for Elementary Teachers** **3 hours**
 This course completes many of the topics begun in Math 1. Basic emphasis is on the number system through complex numbers.
- 3. Geometry for Elementary Teachers** **3 hours**
 Emphasis is on intuitive plane Euclidean geometry, transformational geometry and the development of a formal geometry from the basic elements of points, lines and planes. Some consideration of mathematical proof is included.
- 4. Topics in Mathematics** **2 hours**
 Selected readings in the practice of teaching elementary school mathematics.
- 8. Finite Mathematics** **3 hours**
 This course is designed specifically for students majoring in commerce. It is intended as a preparation for the course in business statistics required by the commerce departments. Topics include: set theory, symbolic logic, relations and functions, sequences and series, combinatorial analysis, and an introduction to the basic concepts of probability and discrete random variables.
- 12. Introduction To Modern Algebra** **3 hours**
 The basic properties of algebraic structures: extensive use of these properties applied to traditional algebra; detailed examples of algebraic structures; introduction to integers, rationals and reals; introduction to algebra of sets.
- 15. Analytic Geometry** **3 hours**
 Linear equations; the circle, parabola, ellipse, and hyperbola; parametric equations; polar coordinates.
- 25. Calculus I** **3 hours**
 An introduction to the Calculus through the following concepts: functions, limits

of functions, continuity, derivatives, differentiation of algebraic functions, applications of derivatives, antiderivatives, and the definite integral.

26. Calculus II 3 hours

The differentiation and integration of the transcendental functions, standard methods of integration, study of polar co-ordinates, introduction to vectors in the plane, and improper integrals.

Prerequisite: Mathematics 25.

32. Modern Algebra I (Computer Science 32) 3 hours

Sets, relations and mappings; introduction to Boolean Algebra; axiomatic development of the complex number system; polynomial domains.

33. Axiomatic Geometry 3 hours

This course is a critical examination of the foundations of plane geometry, using an axiomatic approach. It deals with the Parallel Postulate, and ruler and compass constructions.

35. Calculus III 3 hours

An introduction to vectors in three-dimensional space, partial differentiation, multiple integrals, infinite sequences and series and an introduction to differential equations.

Prerequisite: Mathematics 26.

36. Differential Equations 3 hours

Differential equations from a practical viewpoint, combining the formal exercises of integrating the various standard types of differential equations with the setting-up of equations from problems of natural science.

37. Theory of Numbers 3 hours

The elementary properties of integers, divisibility of integers and Euclid's Algorithm; solutions to Diophantine Equations; prime numbers, aliquot parts, congruences and quadratic residues.

38. Probability and Statistics I (Computer Science 38) 3 hours

An introduction to probabilistic models and the theory of probability including conditional probability and random variables of one, two and higher dimensions. Included are some characterizations of discrete and continuous random variables.

Prerequisite: Mathematics 25.

39. Numerical Analysis (Computer Science 39) 3 hours

Finite differences, numerical differentiation, integration, solution of equations and differential equations. Special reference to the use of high computers.

40. Probability and Statistics II 3 hours

This course builds on the previous course, Mathematics 38. The moment generating function, reliability theory, sampling distributions, estimation of parameters and testing hypotheses will be treated.

Prerequisite: Mathematics 38.

42. Modern Algebra II (Computer Science 42) 3 hours

Elementary group theory; subgroups; homomorphisms and automorphisms; Cayley's Theorem and permutation groups; Sylow's Theorem; elementary ring theory; ideals and quotient rings; elementary field theory and extension fields.

43. Advanced Synthetic Geometry 3 hours

This course is essentially an extension of Euclidean Geometry of the Plane. It includes notable points of the triangle, concurrency and collinearity, orthogonal circles, poles and polars and the concept of inversion.

44. Linear Algebra and Matrices

3 hours

Vector spaces over a field; linear transformations and linear algebras; matrices and their operations; linear equations and determinants; various kinds of matrices; equivalence of matrices.
46. Advanced Calculus: Real Analysis

3 hours

A modern, topological approach to real analysis, dealing with the following concepts; bounded sets, convergence of sequences and sub-sequences of real numbers, continuous functions on metric spaces; open and closed sets; connectedness, completeness and compactness; Riemann Integral derivatives; law of the mean; fundamental theorems of calculus; improper integrals.

Prerequisite: Mathematics 35.
55. Independent Study

1-3 hours

Department of Music

The aim of the department of music is to further the intellectual and aesthetic development of the student through the medium of music theory and practice, secular and religious. To achieve this aim, the department offers the Bachelor of Arts and Bachelor of Science degrees in music and the Associate of Arts degree in church music and liturgy. The student majoring in music may concentrate in applied music, theory and composition, church music, or music education. Students concentrating in church music may emphasize organ, voice, choral conducting, or composition. Students concentrating in music education may emphasize a keyboard instrument, a band instrument, or voice.

Department Requirements:

1. For students concentrating in applied music: Music 11, 12, 13, 14, 21, 22, 23, 24, 34, 43, 44, 45, 48, 50; 16 hours of applied music. A keyboard concentration may take all 16 hours on the given instrument. Non-keyboard concentrations are to include at least four hours of piano.
2. For students concentrating in theory and composition: Music 11, 12, 13, 14, 21, 22, 23, 24, 34, 37, 40, 41, 42, 43, 44, 48, 52; eight hours of piano.
3. For students concentrating in church music: Music 11, 12, 13, 14, 15, 21, 22, 23, 24, 33, 34, 37, 43, 44, 45; 6 hours of liturgy, and one of the following:

a. ORGAN emphasis		(available summer only)	
Piano	4 hours	Piano	4 hours
Organ	8 hours	Organ	4 hours
Voice	2 hours	Voice	2 hours
b. VOICE emphasis		d. COMPOSITION emphasis	
Piano	4 hours	Piano	4 hours
Organ	2 hours	Organ	2 hours
Voice	8 hours	Voice	2 hours
c. CONDUCTING emphasis		Composition	6 hours

4. For all students concentrating in music education, the following are required:
- Music 11, 12, 13, 14, 21, 22, 23, 24 16 hours
- Music 33, 34, 43, 44 9 hours
- Applied Music 14 hours
- Voice — 2 hours
- Piano — 4 hours
- Brass — 2 hours (private lessons)
- Woodwinds — 2 hours (private lessons)
- Strings — 2 hours (techniques class, Music 38)
- Percussion — 2 hours (private lessons)

Music 40 and 41	4 hours
Music 15 and 46	5 hours
Music 29	2 hours
Elective(s) in Music	2 hours
*Total	52 hours

N.B.: The above requirements are for the all-grade major in music. Students completing these requirements are certifiable by the State of Indiana to teach choral or general or instrumental music in grades Kindergarten through twelve (K-12).

In addition to the all-grade major, Saint Joseph’s College offers a major in music (Choral, or General, or Instrumental). Regardless of the emphasis (Choral, or General, or Instrumental) all music education students in the music major program take the following:

Music 11, 12, 13, 14, 21, 22, 23, 24	16 hours
Music 34, 43, 44	6 hours
Music 40 or 41	2 hours
Music 15 and 46	5 hours
Music 29	2 hours
Applied Music	variable
Choral: 14 hours (see below)	10-16 hours
General: 10 hours (see below)	
Instrumental: 16 hours (see below)	
TOTAL	41-47 hours

Applicable to music major (Choral): 6 hours of piano, 8 hours of voice, and at least four semesters of chorus participation are required.

Applicable to music major (General): 6 hours of piano, 2 hours of voice, 2 hours of a non-keyboard instrument, at least two semesters of band participation, and at least two semesters of chorus participation are required.

Applicable to music major (Instrumental): 4 hours of piano, 6 hours of a single non-keyboard instrument, Music 38, and at least two hours of brass, at least two hours of woodwinds, and at least two hours of percussion, as well as at least four semesters of band participation.

Required Courses in Education Are:

Educ 10:	Christian Education and the Human Situation	3 hours
Educ 13-14:	Educational Psychology	4 hours
Educ 21:	Social Foundations	2 hours
Educ 43:	General Methods	1 hour
Educ 45:	Curriculum and Organization (1-8)	2 hours
Educ 65:	Teaching Music in Middle Schools	1 hour
Educ 85:	Teaching Music in Secondary Schools	1 hour
Educ 78-79:	Remedial Reading	4 hours
Educ 91, 92, 93:	Practicum	3 hours
Educ 96:	Student Teaching	9 hours

5. For all students majoring *or minoring* in music, participation in a major ensemble each semester is required. For those concentrating in music education (the all-grade major in music), participation in both band and chorus is required. For those concentrating in church music, participation in a choral ensemble is required. The required participation applies to every semester that the student is enrolled at the College.

6. For a minor in music: Music 11, 12, 34, 43; music electives — 10 hours.

7. All music majors must pass the music placement test, including fundamentals of musical notation and the sight-reading of elementary piano music, before enrolling in Music 11. All music majors must pass the ear-training and piano proficiency examinations.

8. All students enrolled in Music 11, 13, 21, and 23 will participate in corresponding labs which are Music 12, 14, 22, and 24 respectively.

9. Each semester all music majors will perform in at least one of the several student recitals unless specifically excused by the chairman of the department.

10. For the Associate of Arts Degree in church music and liturgy: Cores 1, 2, 3, 4; Music 1, 2, 3, 11, 12, 13, 14, 15, 46, 60; piano — 2 hours; organ — 3 hours; voice — 2 hours; guitar — 2 hours; elective in applied music — 1 hour; liturgy — 7 hours.

11. Courses in applied music may not be audited, nor may Composition be audited.

GROUP MAJOR IN MUSIC-BUSINESS ADMINISTRATION

1. Requirements for the group major include 45 hours in the Core Curriculum; the Common Body of Knowledge; 18 hours in business administration; 21 required hours in music.

2. Required music courses include Music 8, 11, 12, 13, 14, and 15; two hours from Music 32, 40 or 41; four hours from Music 34, 43 or 44; three hours of applied music, including two hours of piano.

COURSES IN MUSIC

1. **Synthesis of Music History I (to 1700)** **1 hour**
(Summers only)

2. **Synthesis of Music History II (1700-1900)** **1 hour**
(Summers only)

3. **Synthesis of Music History III (20th Century)** **1 hour**
(Summers only)

8. **Music Appreciation** **2 hours**
An introduction to, and survey of, music — vocal and instrumental, sacred and secular, “serious” and “popular,” from antiquity to the present.

11. **Musical Science I** **3 hours**
Rudiments, aesthetics, acoustics, tempo, dynamics, notation, rhythm and rhythmic controls, manuscript techniques; spacing; structure; transposition; interchangeability of mode; triads in root position and first inversion, scales, modes, keys, clefs and intervals; introduction to root movements; diatonic melody and standard ornamentation; introduction to species counterpoint; two- and three-voice frameworks; major, minor, modal melodic and harmonic cadences; texture; timbre; four-part harmony; figured bass; simple harmonization of figured bass and unfigured bass and soprano lines; introduction to chord classification; elements of musical form; elementary instrumentation and scoring; analysis of scores; ear-training: individual and group drillwork and testing; keyboard: pitch location and identification; melodic and harmonic cadences; elementary progressions and transpositions in major, minor and modes; sightsinging: individual and ensemble drillwork and testing.

12. **Musical Science I** **1 hour**
(Lab added to Mus. 11)

13. **Musical Science II** **3 hours**
Continuation of root movements; non-harmonic tones; doubling; second inversions and the six-four sonority; harmonic rhythm; elementary chromaticism and modulation; diatonic sevenths and inversions; diminished and augmented triads and inversions; diminished and dominant sevenths and inversions; continuation of chord classification; musical forms: monothematic, binary, ternary and rondo; secondary dominants, dominant sevenths, diminished and half-diminished sevenths and inversions; introduction to multi-voiced writing; chordal accompaniment patterns; sequence; analysis of scores; ear-training.

Prerequisite: Music 11.

- 14. Musical Science II** 1 hour
(Lab added to Mus. 13)
- 15. Principles of Conducting: Theory and Practice** 2 hours
Fundamentals of score-reading and baton technique.
- 21. Musical Science III** 3 hours
Continuation of modulations; irregular resolutions and chord classifications; major and minor ninth chords; harmonic sequence; non-dominant harmony; Neapolitan and augmented sixth chords; altered chords; continuation of contrapuntal devices; musical forms: variations, cantus firmus techniques, invention, fugue, sonata and sonatina; analysis of scores; ear-training.
Prerequisite: Music 13.
- 22. Musical Science III** 1 hour
(Lab added to Mus. 21)
- 23. Musical Science IV** 3 hours
Extended tertian melody and harmony; 11th and 13th chords; parallel harmony; added-tone harmony; altered harmony; non-tertian harmony: secundal, quartal and quintal chords; Hindemith and Hanson systems of chord classification; twelve-tone technique; timbral music; introduction to electronic music; analysis of scores.
Prerequisite: Music 21.
- 24. Musical Science IV** 1 hour
(Lab added to Mus. 23)
- 27. Musical Preparation for Elementary Classroom Teachers I** 2 hours
Basic music theory and keyboard techniques; music appreciation and experiences; means and methods of providing musical experiences for elementary school children.
- 28. Musical Preparation for Elementary Classroom Teachers II** 2 hours
Prerequisite: Music 27. A continuation of Music 27.
- 29. Choral and Instrumental Methods for Elementary and Middle School Music Educators** 2 hours
A study of basic musical experiences normally available in elementary and middle schools; means and methods of providing these experiences; investigation and training in Orff and Kodaly methods; investigation of school music texts, choral literature, and audiovisual aids.
Prerequisite: Mus 11 or equivalent.
- 33. Music History and Literature I** 3 hours
A survey of music history and literature from Antiquity to the Early Baroque.
- 34. Music History and Literature II** 2 hours
A survey of music history and literature from the Mature Baroque to Beethoven (inclusive).
- 36. Jazz Techniques** 2 hours
- 37. Eighteenth Century Counterpoint** 3 hours
A course in eighteenth-century counterpoint to four parts. Analysis and composition. A detailed study of various chorale-based forms, fugue, and Baroque variation forms, as well as Bach's Art of the Fugue.
- 38. String Techniques** 2 hours
A fee of \$65.00 is assessed for this course.
- 39. Marching Band Techniques** 3 hours
Study of, and practice in, creating band shows, to include arranging the music, charting formations, drill, and organization and administration of a marching band, with special reference to the styles of certain large university bands and their adaptability to band programs of varying sizes and conditions.

- 40. Instrumental Arranging** 2 hours
- 41. Choral Arranging** 2 hours
- 42. Elementary Composition** 2 hours
Unison and two-part writing with accompaniment; emphasis on melodic techniques. At least one of the following: binary and ternary forms, solo vocal or instrumental and accompaniment, invention, ground bass, duets, two-part choral writing. Manuscript techniques.
- 43. Music History and Literature III** 2 hours
A survey of music history and literature from the death of Beethoven to 1913.
- 44. Music History and Literature IV** 2 hours
A survey of music history and literature from 1913 to the present.
- 45. Keyboard Harmony and Extemporization** 3 hours
Prerequisite: Music 13.
- 46. Advanced Conducting** 3 hours
- 48. Form and Analysis** 3 hours
An extended and concentrated study of larger music forms, including selected works from the WELL-TEMPERED CLAVIER by Bach, the keyboard sonatas by Beethoven, and the orchestral, chamber music, and keyboard literature from the Classical Period through the Contemporary Period.
Prerequisite: Music 13.
- 50. Recital** 1 hour
- 52. Intermediate Composition** 2 hours
At least one of the following: Single movement works for three or more parts, using appropriate melodic and harmonic techniques. Chorale prelude, passacaglia, chaconne, rondo, ritornello, theme and variations, trios, three-part choral writing. Manuscript techniques.
Prerequisite: Music 32 or equivalent.
- 55. Independent Study in Music** 1-3 hours
- 62. Advanced Composition** 2 hours
At least one of the following: Single movement works for four or more parts, using appropriate polyphonic techniques. Sonata, sonatina, fugue, quartets, four-part choral writing. Manuscript techniques.
Prerequisite: Music 42 or equivalent.
- 72. Free Composition** 2 hours
Large, multi-sectional/movement works for varied or instrumental ensembles or combinations thereof, four or more parts. Manuscript techniques.
Prerequisite: Music 52, 40 and 41 or equivalent.

COURSES IN APPLIED MUSIC

- 30. Private Instruction** Variable credit hours
No more than 20 credit hours of applied music (exclusive of techniques classes) may be applied toward fulfilling graduation requirements. There is a \$65.00 applied music fee for each credit hour of applied music. A student receives one-half hour of private instruction per week per semester for one credit hour. A student receives a minimum of twelve lessons per semester.
- | | |
|--------------------------------|--------------|
| A —Voice | I —Bassoon |
| B —Piano | J —Saxophone |
| C —Organ | K —Trumpet |
| D —Guitar | L —Horn |
| E —Strings (other than Guitar) | M —Baritone |

F	—Flute	N	—Trombone
G	—Oboe	O	—Tuba
H	—Clarinet	P	—Percussion

Private instruction is recorded in this manner:

Letter — Designation of instrument or voice

Digit — Number of credit hours.

E.G., A2 means 2 credit hours of voice

Department of Philosophy

The Department of Philosophy believes that ideas are among the important instruments by which men achieve freedom and self-determination. Even more, the department believes that without serious and sustained reflection upon the formation and application of ideas, a liberal education fails in one of its aims: to free man's critical faculties. Such freedom is an essential step along the path to wisdom, the capacity to judge the significance of human experience. Acknowledging the existence and importance of a higher wisdom, a truth that saves, the department also acknowledges its special responsibility in a Christian college to distinguish between philosophical and theological wisdom and to bring the best of human thought to bear upon man's ultimate concern.

Courses in the Department of Philosophy are designed to acquaint the student with both the history of thought and the set of problems which the search for wisdom now poses for humankind. Special attention is given to the philosophical foundations of the human disciplines: psychology, sociology, law, history, politics and religion.

Finally, a major in philosophy is an appropriate preparation for a wide range of other careers. Since most large corporations, for example, have their own specialized training programs for new employees, the development of personal analytic and critical skills available to students in philosophy courses is excellent preparation for careers in business. There are companies which actively seek to hire liberal arts majors.

A major in philosophy is one of the traditional preparations for entrance into a school of theology or law. A major in philosophy is also appropriate undergraduate preparation for graduate work in the behavioral sciences, though students should consult the catalogues of the various graduate schools they are interested in attending.

Departmental Requirements:

1. A major in philosophy consists of 36 hours. The actual choice of the courses to take is up to the student, with the advice of the departmental counselors. The only exceptions are the following: Metaphysics (Phl 40) and two courses in the history of philosophy (Phl 21, 22, 31 or 32) are required of all majors.

2. Since most of the philosophy offerings are cycled in every-fourth-semester patterns, and in order to set up a program appropriate to the student's personal career objectives, the student should work out each semester's choice of courses with the departmental counselors.

3. Students who plan to do graduate work in philosophy are strongly urged to show 12 hours of credit in a foreign language. A "pass" grade is sufficient for this. (For difference in degree granted, see "foreign languages" under academic policies.)

4. A minor in philosophy consists of any 18 hours.

Suggested Program:

1. Freshmen majoring in philosophy will take Cores 1 and 2, beginning courses in philosophy, beginning courses in the minor (if selected already) and electives. Recommended electives are courses in a foreign language, and in the areas of social studies, behavioral sciences or communications.

2. It is imperative that students consult with the departmental counselors prior to registering for each and every semester.

COURSES IN PHILOSOPHY

11. Introductory Logic

3 hours

This course investigates the forms of valid reasoning in the classical as well as in the modern symbolic systems of logic. The classical logic of the syllogism is covered via the Venn diagram method. Symbolic logic involves the propositional calculus, the logic of predicates and classes, and formal proofs of validity-invalidity. The treatment of induction emphasizes scientific method and the logical concept of probability. The aim of the course is both theoretical and practical; it aims at developing the student's ability to think clearly and rigorously and to understand the rules for such thinking. Taught every winter semester.

***21. The Greek Universe**

3 hours

A study of the formation of a world-view underlying much of Western thought. Special emphasis is placed on the systematization of Greek thought by Plato, Aristotle, and Plotinus. This course develops ideas implicated in Core 2 and, because of the element of continuity between Greek and Christian thought, leads directly to Philosophy 22.

22. The Medieval Universe

3 hours

A study of the contributions of Christianity to philosophy, especially the significant difference in outlook on God, man, and the world which occurred when the notion of creation met with Greek thought. The creation and destruction of an integrated Christian wisdom is traced from Augustine to Ockham. This course develops ideas implicated in Core 3. Historically, it leads directly to Philosophy 31; it also provides background for Philosophy 45.

31. Modern Philosophy

3 hours

A study of the period from 1600 to 1900 when the distinction between philosophy and the specialized disciplines arose. Special emphasis is placed upon Descartes, Locke (or Hume), Kant, Hegel and reactions to Hegelianism. This course provides important background material for Philosophy 37, 38, 41, 42, 47 and 49. Historically, it leads to Philosophy 32.

32. Contemporary Thought

3 hours

A survey of the principal currents of ideas in the Western world since 1900. The course will inquire not only into the strictly philosophical schools of thought (Pragmatism, Marxism, Positivism, Existentialism and Linguistic Analysis), but also into currents of thought which overflow the boundaries of philosophy. Correlations between philosophies and the politics, scientific theories, art and literature of the times will be studied. Especially recommended to English and History majors.

37. Phenomenology & Behavioral Science (Psychology 37)

3 hours

An introduction to the basics of phenomenology, with special emphasis on the model of man, the theory of knowledge and the understanding of science as elaborated by Edmund Husserl and his disciples. The revolutionary developments which phenomenology has brought about in psychology and sociology are also studied.

38. Problems of Knowing: Epistemology

3 hours

A study of how to judge man's claim to know the truth. In general, what can be claimed about the nature and the scope of human knowledge? In particular, what is the truth value of each of the various sorts of human knowledge — e.g., as expressed in moral and aesthetic claims? This course attempts a radical synthesis of the methods of knowing implicit in the Core program.

**Most courses numbered 21 or higher will be offered on a four semester cycle. The student should consult with the departmental chairman in planning course sequence.*

- 39. Problems of Acting: Ethics** 3 hours
An inquiry into the nature, the problems and the methods of ethics. Special attention is given to aiding students to clarify to themselves their own lived values.
- 40. Metaphysics** 3 hours
A search for the ultimate explanation of man and the world in which he lives; of the changing, acting and existing that he experiences in himself and in the world. Special emphasis is placed upon the relevance of metaphysical conclusions to human living. **This course is required of all philosophy majors.**
- 41. Traditional Political Philosophy (Political Science 41)** 3 hours
A study of the perennial problems of political and social life, centering on law, justice, equality, the common good, and power, as seen by the Presocratics, Plato, Aristotle, the Stoics, St. Augustine, St. Thomas Aquinas, and including modern restatements by Christian thinkers and others.
- 42. Modern Political Philosophy (Political Science 42)** 3 hours
A study of modern political ideas as expressed in rationalism, empiricism, Marxism, fascism, socialism and the welfare state.
- 45. Philosophy of Religion (Religion 45)** 3 hours
A study of man's relations and responses to the divine. It seeks to uncover and explicate man's response to his recognition that there is a reality beyond the physical order upon whom he is dependent and in whom he places his trust. This course parallels Core 9.
- 47. Philosophy of Law (Political Science 47)** 3 hours
An analysis and evaluation of the principal theories on the nature and the purpose of law currently taught in the great law schools of the United States: natural law, legal positivism, and legal realism or sociological jurisprudence. Through critical discussion of these theories and some of their practical and contemporary consequences, students are encouraged to formulate their own philosophy of law. Especially recommended to pre-law and political science students.
- 49. Philosophy of History** 3 hours
A study of the various interpretations of history both as the course of human events and as a discipline dealing with those events. It investigates the nature and validity of the methods and results of historical knowledge. It inquires into the patterns, mechanisms and purposes of the course of man in time.
- 50. Great Issues in Philosophy** 3 hours
An advanced study of themes or persons permanently affecting the direction of philosophic thought. This course's content is determined by the interests of the members of the department, the general faculty and the students. Specifics are announced as the course is scheduled.
- 55. Independent Study** 1-3 hours

Department of Physical Education

The Department of Physical Education is designed to offer the student a knowledge of physical education in its theoretical and practical phases. Courses in the history and principles of physical education present the background upon which the profession developed and the standards which must be maintained. Other courses are offered to acquaint the student with the professional skills, techniques, and competencies that will be needed in the exercise of teaching or coaching duties.

Physical education majors are prepared to enter the coaching field, the teaching of health and physical education and to work in recreational activities and centers.

Teaching Certification is approved for both the men's and women's programs.

Students who plan to qualify for the teacher's certificate in Health and Physical Education must consult the Director of Student Teaching.

Departmental Requirements:

The requirements for a major sequence in physical education comprise thirty-six hours including the following: Physical Education 11, 39-40, 46, and Biology 01, 21-22. The requirements for a minor are eighteen hours including the following: Physical Education 11, 46 and Biology 01, 21-22. Credit in Biology 21-22 is applicable to the major and to the minor in Physical Education.

Participation Requirements:

1. All Physical Education majors must earn a total of 12 points for graduation.
2. Points may be accumulated as follows:
 - 3 — for participation in a varsity sport as a player
 - 3 — for participation as a trainer, manager or captain
 - 3 — for participation as an intramural assistant
 - 5 — for participation as a student coach
 - 3-5 — for participation off-campus in a supervised physical educational, recreational, or health program
3. Any student entering Saint Joseph's from a junior college or transferring from another 4-year college, will be given equivalent credit for previous participation.

Suggested Program:

1. Freshman students majoring in physical education will take: Core 1-2, Electives recommended are Physical Education 11, 19, 22, 37; Education 13, 14, 91 and Biology 01, 21-22.
2. Electives for the sophomore year are: Biology 01, 21, 22; Education 21, 92; Physical Education 33, 35, 39, 40, 41, minor sports; minor area.
3. Students should consult their faculty advisor prior to scheduling courses in their junior and senior years.

Teacher Education Requirements:

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;
 Educ 10, 13, 14, 21, 43, 45, 64, 78, 79, 84, 91, 92, 93, 96. *Teaching major in Physical Education:* Phy Ed 11, 19, 22, 33, 35, 37, 39-40, 41, 46, 49; Biol 01, 21-22. Elect 15 hours from Phy Ed 30, 32, 36, 42, 43, 44, 47, 48, 51-63.
Teaching minor in Physical Education: Phy Ed 11, 22, 39, 40, 46; Biol 01, 21; elect 6 hrs from Phy Ed 30, 32, 36, 42, 43, 44, 47, 48, 51-63.
 Coaching endorsement: Phy Ed 39-40, 46; Biol 21 and 6 hrs. chosen from Phy Ed 32, 36, 42, 43, 44, 48, 51-63.
 Driver Education endorsement: Phy Ed 17, 18, 19, 39, 40.

COURSES IN PHYSICAL EDUCATION

11. History and Principles of Physical Education 2 hours

A basic course presenting a critical evaluation of social, economic, and political forces associated with the development of physical education throughout its history, and secondly, introducing the student to the fundamental facts and principles associated with motivation, program, instruction, supervision, administration, and evaluation in the field of physical education.

17. Driver Education: Behind the Wheel Experiences 3 hours

This course is designed to provide laboratory experiences in “behind-the-wheel” instruction. The course will include a sequence of activities and drills necessary in the dual control instructional automobiles.

18. Driving Range Instruction 3 hours

After introductory training on simulators, the student is exposed to traffic patterns on the driving range. Testing procedures for safe driving techniques are included.

19. Driver Education and Traffic Safety 3 hours

The course is designed to prepare teachers in methods, materials and administrative techniques related to effective driver education in the secondary schools. The course will include consideration of the areas of vehicle capabilities and limitation, highway safety regulations and control, and the dynamics of traffic safety.

20. Driver Education and Driver Teaching 3 hours

This course is designed to provide laboratory experience in “behind-the-wheel” instruction. The course will include a sequence of activities and drills necessary in the dual control instructional automobiles, a familiarity with the use of classroom simulators, and testing procedures for safe driving techniques.

22. Gymnastics and Rhythmic Exercises 2 hours

Elements of individual and natural gymnastics; corrective exercises, calisthenics, class drill, tumbling and apparatus; fundamentals of rhythm as applied to games, plays and songs. Two lectures and one laboratory period per week.

30. Public Recreation and Camp Activities 3 hours

Theory and practice of playground supervision and camp leadership. Techniques proper to arts and crafts, aquatics, outdoor recreational activities, nature study, and special programs are included. Observation of camp facilities and recreational programs.

31. Recreation Field Experience 3 hours

A three-week internship in recreational therapy. The student will participate in an activity therapy program under the direction of the institutional coordinator of activity therapy. The field experience is divided into three areas: observation, individual and group recreation therapy, and a written synopsis of the experience.

32. Coaching of Baseball 2 hours

Theory and principles of the fundamentals of baseball. A study of the history, rules, strategy, organization of practice, individual and team conditioning, administration of program and officiating. Two lectures and one laboratory period per week.

(Juniors and Seniors only.)

33a. Traditional Folk and Square Dance 2 hours

A study of singing games, play parties, folk, square and ball room dances, all of which have set formations, step movements and sequences with emphasis in teaching methods and techniques.

33b. Creative Movement and Dance 2 hours

Body movement as a medium of expression and communication; techniques and composition in dance; methods and materials for teaching creative movement in elementary and secondary schools.

35. Measurements in Health and Physical Education 3 hours

A study of measurement and evaluation as applied to health, physical education, and recreation. Principles of test construction, types and characteristics of individual and group tests, application of such tests to school problems and evaluation of results. A study of statistics as they apply to evaluation of results of measurement.

36a, b, c. Swimming — Water Safety 2 hours

Beginning, intermediate and advanced swimming skills; modified distance swimming, diving and water safety. Special emphasis in techniques of methods and materials for teaching.

37. Advanced Gymnastic Activities 2 hours

Particular emphasis is given to the rhythmic structure of movement for achievement of total body control through routines and all-round performance. Additional emphasis will be on a program for teaching competitive gymnastics.

39-40. First Aid and Safety Education; Principles of Kinesiology and Medical Aspects of Athletic Injuries 6 hours

A two-semester course which begins with a consideration of the essential elements in the theory and practice of safety in the school, in occupational activities and on the highway, including instruction in the administration of first aid and civil defense. This instruction is followed by a study of the facts and principles of anatomy, physiology and the mechanics of human motion as they relate to the teaching of sports, exercise, dance and the activities of every-day living. The course concludes with intensive study and practice in dealing with athletic injuries. Emphasis here is given to the duties and responsibilities of the physical education teacher and coach.

Prerequisite: Biol 21-22.

41. Activities for Elementary Grades 2 hours

An analysis of dramatic play, games, rhythms, self-testing activities, playground procedures, and safety measures used in a modern program in the area. Principles of selection and evaluation of activities and teaching methods are developed.

42. Coaching of Track and Field Events 2 hours

Theories and principles of the fundamentals involved in track and field events. A study of the rules, history, organization of practice, individual and team conditioning, administration of program, facility layout, program of maintenance, and officiating. Two lectures and one laboratory period each week.

43. Coaching of Football 3 hours

Theory and practice of the fundamentals of football. A study of the history, rules, strategy, styles of attack and defense, organization of practice, individual and team conditioning, officiating and other coaching problems involved in this sport. Three lectures and one laboratory period per week.

44. Coaching of Interscholastic Sports 3 hours

A study of the philosophy of coaching, strategy and styles of play, organization of practice periods, individual and team conditioning, care of common athletic injuries, handling of emergencies, and the psychology of competitive sports.

46. The Organization and Administration of the Physical Education Program 2 hours

A study of the foundations and principles of program of instruction and supervision. Included is a study of the National Association of State High School Athletic Association with an emphasis upon rules of eligibility. Consideration is given to the grouping of students, records of participation and progress, management of facilities, finance, and public relations.

47. Officiation of Sports 2 hours

This course is designed to acquaint students with a knowledge and interpretation of the playing rules and mechanics of officiating in the various sports for women. Special emphasis will be given to basketball, soccer, field hockey and volleyball.

48. Coaching of Basketball 3 hours

Theory and practice of the fundamentals of basketball. A study of the history, rules, strategy, styles of play, organization of practice, individual and team condition-

ing, officiating and other coaching problems connected with this sport. Three lectures and one laboratory period per week.

(Juniors and Seniors only)

49. **Advanced Health and First Aid: Organization and Administration of Health Education** 3 hours

The principles, materials and problems of health education. Relation of school health programs to other agencies. Instruction in the proper use of federal, state and commercial publications and aids to health and safety education. A study of health, examinations, reports, remedial measures, and state health and safety regulations.

50. **Pro Seminar** 3 hours

An introduction, by means of directed reading and individual projects to the research methods applied to health, physical education, and recreation. A series of lectures, discussion and critiques on physical education and related areas.

55. **Independent Study** 1-3 hours

(Courses 51-63: Each student preparing for teaching in the field of physical education is required to take the courses appropriate for his or her primary and supporting areas. Completion of a combination of a minimum of four hours is a requirement for certification. Enrollment is limited to physical education majors and minors who are seeking teaching certification.)

These courses emphasize the teaching techniques, knowledge, background, rules, basic fundamentals, game strategy, and the selection and care of equipment for the sport.

- 51. **Sport of Tennis** 1 hour
- 52. **Sport of Golf** 1 hour
- 53. **Sport of Archery** 1 hour
- 54. **Sport of Softball** 1 hour
- 56. **Sport of Field Hockey** 1 hour
- 57. **Sport of Soccer** 1 hour
- 58. **Sport of Bowling** 1 hour
- 59. **Sport of Volleyball** 1 hour
- 60. **Sport of Wrestling** 1 hour

61. **Weight Training** 1 hour

This course shall develop the understanding of problems associated with weight training, review programs essential to the maintenance of good training programs and emphasize the teaching techniques necessary in the conduct and the promotion of programs in weight training.

62. **Aerobics: Physical Fitness** 1 hour

This course shall develop the understanding of the basic philosophy of sound physical fitness, the safety and welfare plans associated with fitness programs, and a thorough understanding of the importance of a well-planned program. The course will include an experience with today's "popular" systems of developing physical fitness.

63. **Sport of Badminton** 1 hour

(All grades in these courses, 71-83, which are for people not seeking teacher certification, are to be Pass/Not Pass. Also, no one may count more than four hours in them toward graduation requirements.)

- 71. **Tennis Activity** 1 hour
- 72. **Golf Activity** 1 hour
- 73. **Archery Activity** 1 hour
- 74. **Softball Activity** 1 hour
- 76. **Field Hockey Activity** 1 hour
- 77. **Soccer Activity** 1 hour
- 78. **Bowling Activity** 1 hour

79.	Volleyball Activity	1 hour
80.	Wrestling Activity	1 hour
81.	Weight Training Program	1 hour
82.	Aerobics: Physical Fitness program	1 hour
83.	Badminton Activity	1 hour



Physics

The physics courses offered are designed to help the student attain: 1) an understanding and appreciation of the fundamental laws of nature; 2) adequate preparation for work in graduate and professional schools, and secondary teaching; 3) facility in the use of physics as a tool in engineering and sciences such as biology, geology, and chemistry.

Laboratory fees. Physics 21, 22 — each \$10.00. Physics 31 and 46 — each \$15.00.

Departmental Requirements:

1) The requirements for a group major involving physics and mathematics comprise at least 24 hours of physics courses and 24 hours of mathematics. The remaining hours required to complete 54 hours may be chosen from the mathematics, physics or computer science offerings, excluding Math 1, 2, 3, 4, and 8.

2) The requirement for a minor sequence in physics is 18 hours in physics. Any physics course may be taken with the consent of the instructor.

COURSES IN PHYSICS

1. Physics for Elementary Teachers 3 hours

This course in theoretical and practical physics is designed for students intending to teach in elementary schools. It does not count towards the physics minor. Two lectures and one two-hour laboratory period per week.

21. Mechanics and Heat 4 hours

This course is directed toward equipping the student with the scientific approach and knowledge of fundamental laws in physics, the basic concepts and laws of vectors, equilibrium, rectilinear and rotational motion. Newton's laws, work and energy, impulse, and momentum, elasticity, harmonic motion, hydrostatics and hydrodynamics. The laws of continuum mechanics and heat, including the first and second laws of thermodynamics, thermal properties of solids, liquids, and gases, wave motion, vibrating bodies, acoustical phenomena are treated. Three lectures and one three-hour laboratory period each week.

Prerequisite: Mathematics 15.

22. Optics, Electricity and Atomic Structure 4 hours

This course is a continuation of Physics 21 and covers the propagation of light, reflection and refraction, and polarization, fundamentals of the electric field, potential capacitance, DC circuits, electrochemistry and thermoelectricity, the magnetic field, DC instruments, inducted electromotive force, inductance and capacitance, alternating currents, electronics, optical spectra and atomic structure, and nuclear reactions. Three lectures and one three-hour laboratory period each week.

Prerequisite: Physics 21.

31. Electricity and Magnetism 4 hours

This course reviews the theory and measurements of resistance, electromotive force, potentials, current, self and mutual induction magnetic fields. Ohm's law, and networks. Three lectures and one three-hour laboratory period per week.

Prerequisite: Physics 22.

33. Statics 3 hours

This course treats the fundamental principles of statics, forces, couples, systems of force, equilibrium of system, stresses and strains, moment of inertia. Three lectures each week.

Prerequisites: Physics 22 and Mathematics 35.

34. Dynamics

3 hours

This lecture course deals with translation, rotation, plane motion, motion of particles and systems of particles, momentum and periodic motion. Three lectures each week.

Prerequisite: Physics 33.
- 36-37. Modern Physics

(2 semester sequence — 3 hours each)

This two semester course in physics emphasizes recent developments; wave motion electromagnetic radiation, kinetic theory of gases, specific heats and heat of radiation, photoelectric effect, rays, Bohr theory of spectra, quantum mechanics, nuclear physics, cosmic rays and relativity. Three lectures per week.

Prerequisites: Physics 22, and Math 26.
46. Electronics

4 hours

This course specifies the principles of transistors and their functions in electronic circuits. Three lectures and one three-hour laboratory period each week.

Prerequisite: Physics 22.
55. Independent Study

1-3 hours

Pre-Engineering
Five-Year Engineering Program

The following programs enable students to combine a liberal arts course at Saint Joseph’s College with education in Engineering at a University or Technical School. Under this plan, the student attends Saint Joseph’s for three years* and then transfers to the Engineering School for the completion of advanced courses in a particular field of engineering. Students may transfer to any accredited engineering college.

Upon successful completion of the requirements from Saint Joseph’s and one successful year in the professional school, candidates will receive the Bachelor of Science degree, and, upon the successful completion of the five-year course, the Bachelor of Science in Engineering from the school to which they have transferred. The B.S. degree for Aeronautical, Civil, Electrical, Mechanical, and Metallurgical Engineering is given in Mathematics-Physics; for Chemical Engineering, in Chemistry; for Industrial Engineering, in Economics.

Students in the 3-2 program are accepted at these engineering schools only on recommendation of the Dean’s Committee on Engineering. They must submit a formal application for transfer to an engineering school in the fall semester of their junior year.

All 3-2 students are required to take the senior Core sequence and the Non-Western Studies element of the junior sequence during the third year of the program prior to enrolling in the professional schools. They are excused from the Science Core sequence.

**Some programs may require a summer session at the engineering college.*

Sequence of Courses for the First Three Years of the Aeronautical, Civil, Electrical and Mechanical Engineering Programs.

FRESHMAN YEAR	Sem.	Hr.	Course Titles
Core 1, 2	6	6	The Contemporary World; Western Civilization
Mathematics 15, 25	3	3	Analytic Geometry, Calculus I
Chemistry 11, 12	4	4	General Chemistry
Physics 21, 22	4	4	College Physics
	17	17	

SOPHOMORE YEAR

Core 3, 4	6	6	Christian Impact: The Modern World
Mathematics 26, 35	3	3	Calculus II, Calculus III
Economics 23, 24	3	3	Principles of Economics; Microeconomics and Macroeconomics
Core 7, 8	3	3	Non-Western Studies
Physics 33, 34	3	3	Statics, Dynamics
	18	18	

JUNIOR YEAR

Core 9, 10	6	3	Christian Humanism; Christianity and the Human Situation
Physics 36, 37	3	3	Modern Physics
Mathematics 36, 44	3	3	Differential Equations; Linear Algebra & Matrices
Physics 46		4	Electronics
Computer Science 10	3		Introduction to Computer Programming
Electives from Mathematics and Physics*	3	3	
	18	16	

Sequence of Courses for the First Three Years of the Chemical Engineering and Metallurgical Engineering Programs.

FRESHMAN YEAR	Sem.	Hr.	Course Titles
Core 1, 2	6	6	The Contemporary World: Western Civilization
Chemistry 11, 12	4	4	General Chemistry
Physics 21, 22	4	4	College Physics
Mathematics 15, 25	3	3	Analytic Geometry: Calculus I
	17	17	

SOPHOMORE YEAR

Core 3, 4	6	6	Christian Impact; The Modern World
Chemistry 31, 32	4	4	Organic Chemistry
Computer Science 10		3	Introduction to Computer Programming
Physics 33, 34	3	3	Statics, Dynamics
Mathematics 26, 35	3	3	Calculus II, Calculus III
	16	19	

JUNIOR YEAR

Core 9, 10	6	3	Christian Humanism; Christianity and the Human Situation
Core 7, 8	3	3	Non-Western Studies
Chemistry 33	4		Quantitative Analysis
Mathematics 36	3		Differential Equations
Physics 31		4	Electricity & Magnetism
Physics 36, 37	3	3	Modern Physics
Mathematics Elective		3	
	19	16	

*Civil Engineering students take Earth Science 11, Physical Geology; Electrical Engineering students take Physics 31, Electricity and Magnetism.

Sequence of Courses for the First Three Years of the Industrial Engineering Program

FRESHMAN YEAR

	Sem.	Hr.	Course Titles
Core 1, 2	6	6	The Contemporary World; Western Civilization
Economics 23, 24	3	3	Principles of Economics; Microeconomics and Macroeconomics
Mathematics 15, 25	3	3	Analytic Geometry; Calculus I
Physics 21, 22	4	4	College Physics
Bus. Ad. 11, 12	3	3	Principles of Management; Principles of Marketing
	<hr/> 19	<hr/> 19	

SOPHOMORE YEAR

Core 3, 4	6	6	Christian Impact: The Modern World
Physics 36, 37	3	3	Modern Physics
Mathematics 26	3		Calculus II
Accounting 11, 12	3	3	Principles of Accounting
Physics 31		4	Electricity and Magnetism
Computer Science 10		3	Introduction to Computer Programming
Mathematics Elective	3		
	<hr/> 18	<hr/> 19	

JUNIOR YEAR

Core 9, 10	6	3	Christian Humanism; Christianity and the Human Situation
Core 7, 8	3	3	Non-Western Studies
Physics 33, 34	3	3	Statics; Dynamics
Mathematics 35, 36	3	3	Calculus III; Differential Equations
Accounting 33	3		Cost Accounting
Physics Elective		3	
Mathematics Elective		3	
	<hr/> 18	<hr/> 18	

Political Science

The Political Science major offers students an opportunity to gain a systematic understanding of the role of government and political behavior in human societies of the past and present. Such understanding is an important element of a modern college education and contributes significantly to professional and civic judgment. Concentration in political science serves as an appropriate undergraduate preparation for the teaching or practice of politics, the entry into law school, governmental administration or the foreign service.

Departmental Requirements:

1. All majors are required to take Political Science 21, 35, and 36.
2. The requirement for a major sequence in political science is 36 hours. The requirement for a minor sequence is 18 hours.
3. All students planning to attend graduate school are recommended to take Political Science 31 or 38, or both. Students interested in graduate work in international

studies or a career in the foreign service are urged to take at least six hours in one modern foreign language.

Suggested Program:

Freshman students majoring in political science will take: Core 1-2; Political Science 21-22; History 23-24; electives should be taken from the areas of economics, psychology, sociology, or English.

Teacher Education Requirements:

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;

Educ 10, 14, 21, 43, 66, 78, 79, 86, 91, 92, 93, 96. *Teaching major in Social Studies with a primary area in government and supporting areas in world history and economics:* Pol Sci 21-22, 38, 40; Econ 23-24; Hist 32. Elect 9 hrs. from Pol Sci 32, 34, 39, 44, 49, and the College major in Political Science.

Teaching Minor in Political Science: Pol Sci 21-22; 9 hours from 32, 38, 39, 40, 44, 49.

To add middle school certification: Econ 1; Educ 13, 39, 46, 60, 93 (3 hrs total)

COURSES IN POLITICAL SCIENCE

21. American Government 3 hours

A study of the formal and informal institutions of American national government and politics: The Constitution, the Presidency, Congress, the federal court system, political parties, pressure groups, public opinion, recent foreign policy, the federal bureaucracy, voting behavior. Attention is also given to current problems and issues.

22. Comparative Government 3 hours

The constitutional forms and methods utilized by four major foreign powers — Great Britain, France, Germany, and the U.S.S.R. Their elements of strength and weakness as compared with the U.S. system.

31. Metropolitan Government 3 hours

A study of metropolitan governance and administration. The course will deal with a variety of metropolitan issues, such as transportation, environmental administration, criminal justice, housing and education.

30. Public Administration 3 hours

An analysis of the public management process. Among the major topics covered are management theory, public policy implementation, personnel and budgeting issues and processes, privacy and information control, and intergovernmental relations.

32. American Foreign Relations (History 37) 3 hours

A survey of United States relations with Europe, Latin America, Russia, and the Orient, tracing the origins and development of our foreign policy and the history of the men who framed it. Offered in alternate years.

33. Political Parties and Pressure Groups 3 hours

The democratic process in the U.S. is studied as a function of the two major parties and the major economic and social pressure groups.

35. Constitutional Law—The American Community 3 hours

An examination of Supreme Court decisions concerned with the separation of powers, federalism, the regulation of commerce contracts, taxing and spending, and the state police power, including some of the legal problems of urban redevelopment.

36. Constitutional Law—The Bill of Rights 3 hours

An examination of Supreme Court decisions concerned with the definition of American rights in the areas of freedom of speech, press, assembly, association, and religion; church-state relations; racial discrimination; political radicalism and subversion; procedures in criminal prosecution; military tribunals.

- 37. State and Local Government** 3 hours
A study of political systems at the state and local levels in the United States, emphasizing institutional evolution and problems.
- 38. Statistics** 3 hours
An introduction to statistical methods covering data description, graphing techniques, measurements scales, standardized scores, correlation, regression, elementary probability, repeated-measures and independent-groups t-tests, oneway and factorial analysis of variance, and Chi-Square. The approach to these topics is more conceptual than numerical or mathematical. A knowledge of junior-high school algebra is helpful.
- 41. Traditional Political Philosophy (Philosophy 41)** 3 hours
The perennial problems of political and social life, centering on law, justice, equality, the common good, and power, as seen by the Presocratics, Plato, Aristotle, the Stoics, St. Augustine, St. Thomas Aquinas, and including modern restatements by Christian thinkers and others.
- 42. Modern Political Philosophy (Philosophy 42)** 3 hours
Modern political ideas as expressed in rationalism, empiricism, Marxism, fascism, socialism, and the welfare state.
- 43. International Law and Organization** 3 hours
An exploration of the possibilities of control of international conflicts through law and organizations; analysis of prerequisites for political integration of the world. Evolution of international law; the League of Nations and United Nations; regional association as possible transitional forms of supranational organizations; disarmament.
- 44. International Relations** 3 hours
An examination of the twentieth-century context of international relations: nationalism, imperialism, power politics, the evolution of supranational forms of political organizations, and the foreign policies of the major powers. (May be counted towards a major in History.)
- 45. American Political Thought** 3 hours
The major sources of the American intellectual tradition in politics, including the Puritans, Jefferson, the Federalist papers, Hamilton, Lincoln, the New Nationalism philosophy of Theodore Roosevelt, the New Freedom philosophy of Woodrow Wilson, and the New Deal philosophy of Franklin Roosevelt.
- 46. Political Behavior** 3 hours
Approaches to the empirical or scientific study of politics including systems theory, structural-functional analysis, voting studies, and public opinion research.
- 47. Philosophy of Law (Philosophy 47)** 3 hours
An analysis and evaluation of the principal theories on the nature and the purpose of law currently taught in the great law schools of the United States; natural law, legal positivism, and legal realism or sociological jurisprudence. Through critical discussion of these theories and some of their practical and contemporary consequences, students are encouraged to formulate their own philosophy of law. Especially recommended to pre-law and political science students.
- 48. The American Presidency** 3 hours
An overview of the American presidency emphasizing the institutions, its constitutional requirements, responsibilities and development, plus the men who have shaped the office.
- 49. International Relations since 1945 (History 49)** 3 hours
Against the background of the U.S.-Soviet competition for world power, this course deals with such basic topics as power diplomacy, international economics, international organization, arbitration, security, and power balance.

50. Seminar in Political Science	3 hours
Close examination of some significant contemporary political problem. The topic varies from year to year, but in every case the emphasis is upon independent research in depth and under supervision as the basis for individual contributions made by the students in the context of a seminar.	
55. Independent Study	1-3 hours
58. Topics in Public Policy and Administration	3 hours
59. Topics in Political Science	3 hours

Department of Psychology

The Department of Psychology strives in its course offerings to awaken the student to a study of himself and other animate beings. Psychology studies how people perceive and think and learn, and why they act as they do. It is the science that studies behavior.

Department Requirements:

1. Psychology 10 is a prerequisite for all psychology courses except those marked “no prerequisite.”
2. The requirements for a major in Psychology are 36 hours to include Psychology 10, 33, 35, 38, 39, 40, 41, 47, and 49. Biology 21-22 are also required.
3. The requirements for a major in Psychological Services are 36 hours to include Psychology 10, 16, 38, 39, 33, 40, or 45, and five hours of practicum electives.
4. Each Psychology practicum course may be taken a maximum of three times.
5. The requirements for a minor sequence in Psychology are any 18 hours in psychology, to include Psychology 10.
6. There is a \$15.00 lab fee for Psychology 16, 39 lab, 40, 46.

Suggested Program:

Major in Psychology

A major in psychology is designed for those students who are interested in the more theoretical rather than the applied aspects of psychology. Students interested in attending graduate school in psychology or related areas, or in seeking employment in the area of research would find this program most appropriate.

Minors may be obtained in a variety of areas but especially in the disciplines of biology and computer science.

Major in Psychological Services

A major in Psychological Services is designed for those students who are primarily interested in working in the clinically applied areas of human services. These courses are designed to equip students with a theoretical, as well as a working, knowledge of human problems and community resources. Special attention will be given to developing the clinical assessment and therapeutic skills necessary to meet the psychological needs of the developmentally handicapped, emotionally disturbed, aged, under-achievers, delinquents, and criminals.

Minors may be obtained in a variety of areas. Students are especially encouraged to broaden their backgrounds in disciplines such as philosophy, business. English, political science, and sociology.

Students interested in attending graduate school should major in psychology.

TEACHER EDUCATION REQUIREMENTS:

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;

Educ 10, 14, 21, 43, 66, 78, 79, 86, 91, 92, 93, 96. *Teaching major in Social Studies with a primary area in psychology and supporting areas in world history and sociology:* Psy 10, 31, 34, 38, 40, 42; Soc 21 and 45 or 46; Hist 32; and the College major in psychology.

Teaching minor in Psychology: Psy 10, 38, 40, and 5 hours from 32, 33, 34.

To add middle school certification: Econ 1; Educ 13, 39, 46, 60, 93 (3 hrs total).

COURSES IN PSYCHOLOGY**10. General Psychology****3 hours**

An introductory survey of the methods, findings, and theories of modern psychology. The areas of physiological, learning, developmental, perception, personality, social, behavior disorders, and therapy methods are discussed.

16. Applied Psychology**3 hours**

This course is an introduction to the field of applied clinical psychology. Students will be introduced to three major theoretical viewpoints of human behavior; psychoanalytic, behavioral, and humanistic-existential. The experiential dimensions of behavior will be considered and supervised field experiences may be obtained with the emotionally disturbed, developmentally handicapped, pre-delinquents and delinquents, underachievers, the aged, and preschoolers. (Fall Semester) No prerequisite.

25. Introduction to Social Work (Sociology 25)*3 hours**

Emphasis is on the philosophy, values, characteristics, and goals of social work. Content will include major fields of service, i.e. child welfare, family, medical, psychiatric, corrections, school, etc. as well as methods used in treatment, with special emphasis on interviewing techniques.

26. Juvenile Delinquency*3 hours**

This course will view behavioral deviancy of juveniles as their attempt to find meaning in life. Students will be exposed to the various problems neglected, abused, dependent, and delinquent children experience. In particular, the emotional, social, and legal difficulties these youngsters and their parents encounter will be examined. Etiological factors of delinquency and various therapeutic attempts to deal with the problem will be considered. No prerequisite.

31. Marriage and Family Life (Sociology 33)*3 hours**

A review of the social-cultural factors that shape the nature of courtship, marriage and family relationships. Special emphasis is placed on contemporary Western societies where traditional and prescribed patterns of family living are no longer seen by all as the only acceptable form. **No prerequisite.**

32. The Individual and Society; Social Psychology (Sociology 32)*3 hours**

This course concerns itself with the effects of interactions on the individual. The material will be reviewed from an interactionist framework, with the contention that human behavior and social order are products of communication. **No prerequisite.**

33. Measurement and Evaluation in Psychology and Education**(Education 30)****2 hours**

History of the testing movement; principles of test construction; qualities of the evaluation of teacher and standardized tests; basic statistical concepts, and the evaluations, interpretation, and application of test results; practice in taking and giving tests in actual educational and psychological situations. **No prerequisite.**

**Courses so marked are offered every second or third year.*

34. Theories of Personality*3 hours**

The contributions of Freud, Jung, Adler, Fromm, Murray, Rogers, Skinner, and others are discussed in detail. Particular emphasis is placed upon application of these theories to the normal person as an aid to better self-knowledge and self-realization.

Prerequisites: Psy 10 and consent of instructor.

35. Abnormal Psychology*3 hours**

The dynamics of abnormal behavior are studied as the basis for detailed consideration of the neurotic personality, psychosomatic disorders, and behavior deviations. Further topics include the effects of brain injuries and the major psychoses, especially schizophrenia. Considerable attention is given to the theories and methods of psychotherapy.

36. Personality Problems and Mental Health**3 hours**

A study of the psychological evidence upon which the point of view, principles, and techniques of mental hygiene are based; particular application to the individual as an aid to increased self-knowledge and self-realization. **No prerequisite.**

38. Statistics**3 hours**

An introduction to statistical methods covering data description, graphing techniques, measurements scales, standardized scores, correlation, regression, elementary probability, repeated-measures and independent-groups t-tests, oneway and factorial analysis of variance, and Chi-Square. The approach to these topics is more conceptual than numerical or mathematical. A knowledge of junior-high school algebra is helpful. **No prerequisite.**

39. Physiological Psychology**3 hours**

This course investigates the effects of physiological variables (such as sleep, drug intake, brain damage, brain surgery, and disease) on behavior. Major emphasis is placed on understanding the role of the central nervous system (particularly the brain) in body-behavior interactions. In addition students will be exposed to the area of psychophysiology, which studies the physiological consequences of psychological factors. (Fall Semester of even numbered years)

39L. Physiological Psychology Lab**1 hour**

Must be taken in conjunction with Psychology 39. The laboratory will allow students to participate actively in demonstrations of phenomena in the area of physiological psychology. (Fall Semester of even-numbered years)

40. Experimental Psychology**4 hours**

An examination of the experimental approach to understanding behavior. Students gain experience designing, conducting, and reporting experimental research in psychology through laboratory projects. Typical research topics includes such areas as psychophysics, learning, and social psychology.

Prerequisite: Psych 38 or consent of instructor. (Winter Semester)

41. Conditioning and Cognition*3 hours**

A survey of theory and data related to simple and complex learning processes. Factors involved in classical and operant conditioning will be explored mainly with an animal learning approach: Cognitive psychology concerns issues in human judgment, problem solving, information processing, memory, perception, and language.

42. Community Power and Influence (Sociology 42)**3 hours**

A study of the personal and social forces that shape the life of a community. Emphasis will be placed on the internal structure of power and the influence of extra community forces. **No prerequisite.**

44. Studies in Psychology**3 hours**

Topics may be counseling and guidance, techniques of psychotherapy, the exceptional child, animal behavior, or any experimental, clinical, or philosophical-psychological area.

- *45. Clinical Personality Assessment** **3 hours**
 This course is designed to study the theory, construction, administration, scoring, and interpretation of the standard clinical instruments employed in personality assessment. Emphasis will be placed on the gathering and assimilation of psychological data through assessment techniques, and then organizing them into a coherent description of an individual's personality. The student will be exposed to the clinical methods of psychological assessment in the areas of organicity, intellectual functioning and personality dynamics. Therapeutic intervention methods will also be discussed.
- *46. Psychology of Human Development** **3 hours**
 This course will study human development from conception to death. The development of human intellectual, emotional, social, and psychological processes will be examined. Particular attention will be given to various psychological techniques humans utilize in attempting to cope with the unique problems of each stage of life. Laboratory field experience in observing and interacting with children, adults, and the elderly will be required in addition to classwork.
- *46. Psychology of Human Development Lab** **1 hour**
- 47. Systems and Theories in Psychology** **3 hours**
 A comprehensive and synthesizing course for psychology seniors. An attempt is made to integrate the entire field of psychology into a meaningful structure. The work of the course will match the current interests of mainstream psychology as indicated by the distribution of questions on the Graduate Record Examination. This course is strongly recommended for seniors contemplating graduate school and those interested in taking the Graduate Record Exam. (Fall Semester)
- 48. Industrial and Organizational Psychology** **3 hours**
 This course studies the application of psychological theories and methods to problems in the work context. Special attention will be given to the effects of organizational manipulations on individual behavior. Topics will include current issues and traditional areas (personnel selection, motivation, job satisfaction, work environment, human performance) . (Winter Semester)
- *49. Research Design** **3 hours**
 This course provides practical experience in carefully planning research studies and experiments, and correctly analyzing results. The computer will be used for data analysis. Students need not have prior computer experience.
- 55. Independent Study in Psychology** **3 hours**
 A flexibly structured course to allow the advanced student to pursue individual study in a specific area under the supervision of a member of the department. The course is available every semester but may be taken only with written permission from a member of the department.
- 60. Psychology Practicum I: Mental Hospital** **1 hour**
 Weekly two-hour sessions at Dr. Norman Beatty Memorial Hospital, Westville, Indiana, or Longcliff Hospital, Logansport, Indiana, working with psychiatric patients under supervision of the professional staff.
Prerequisites: Psychology 35 and consent of instructor.
- 61. Psychology Practicum II: The Special Child** **1 hour**
 Weekly two-hour sessions in a child guidance clinic or in a special education class under the close supervision of professional persons.
Prerequisites: Psychology 35 and consent of instructor.
- 62. Psychology Practicum III: The Aged** **1 hour**
 Weekly two-hour sessions in a home for the elderly or Care Center under the supervision of professional persons.
Prerequisites: Psychology 35 and consent of instructor.

- 63. Psychology Practicum IV: Public Welfare** **1 hour**
Weekly two-hour sessions in a public welfare department working under the supervision of social caseworkers.
Prerequisites: Psychology 35 and consent of instructor.
- 64. Psychology Practicum V: Juvenile Delinquency** **1 hour**
Weekly sessions with young offenders under the supervision of a juvenile probation officer.
Prerequisites: Psychology 35 and consent of instructor.
- 65. Psychology Practicum VI: Community Mental Health** **1 hour**
Twenty five hours of service to patients of the local Jasper-Newton Mental Health Clinic under the supervision of the clinic's staff.
Prerequisites: Psychology 35 and consent of instructor.
- 66. Psychology Practicum VI: Law Enforcement** **1 hour**
Weekly two-hour sessions working with the Rensselaer City Police Department or Jasper County Sheriff's Office. All facets of law enforcement will be examined under the direct supervision of police officers.
Prerequisite: Consent of instructor.
- 69. Field Work** **9 hours**
A ten-week assignment with an established social agency. Each student will have a social worker as a supervisor, and will be assigned a variety of social work activities, including a small case load. Six hours are applied to the student's major (Psychology) and three hours are applied to the minor (Sociology). This course may also be taken during the regular semester for three hours credit and repeated for three semesters. In this case it will be listed as Psych 69, 70, 71 and will consist of the equivalent of one full work day per week.
(Open to Juniors only).
Prerequisites: Psychology 25 and 35 plus consent of instructor.
- 70. Research Practicum** **1-3 hours**
In this course, students will actively participate in real (not example) research projects. Although the exact nature of course content and assignments will depend on the type of research and background of the student, every class member can expect to gain experience in library research, data collection, study planning, data analysis and report writing.
Prerequisite: Consent of instructor.

Department of Religion

The study of religion traditionally is part of any inclusive program of liberal education. The meaningful communication of revealed truth constitutes the ultimate reason for the existence of a specifically Catholic college, and in this communication the religion department plays an indispensable role. The problem of "faith seeking understanding" has not lost any of its reality.

Revealed truth always requires reflection on the part of the believer. It invites a work of analysis, of deeper study and of synthesis. This search for religious truth appeals primarily to the Scriptures; the Bible is the guide for understanding and testing all traditional values, whether spiritual, moral, or intellectual. The same search mines the riches resulting from discoveries of the natural and humane sciences (psychology, sociology, anthropology, linguistics, pedagogy, etc.) but also the results of sound philosophical and historical study. In this way the study of religion can open new dimensions to the faith experience.

The Department offers a major in religion which can help qualify a student to participate in catechetical work or to pursue graduate study in theology. A minor in religion will complement many of the major programs at Saint Joseph's. Personal in-

terest may also lead to the selection of religion courses as electives to enhance the student's knowledge of the faith.

For a major in Religion, 36 hours are required; for a minor, 18 hours.

19. Christian Sources 3 hours

Biblical, patristic, medieval, modern, and contemporary sources for the study of religion in the Roman Catholic traditions.

20. Religious Traditions 3 hours

The various religious traditions noted in different cultures are presented with an eye toward ecumenism.

25-26. Old Testament Studies (may be repeated once) 3 hours

Geography, history, literature, and science all contribute to understanding and enjoying the collection of books we call the Old Testament. These courses attempt to explore the past, to make the Bible more alive to the present.

27-28. New Testament Studies (may be repeated once) 3 hours

God's definite entrance into history is His Word. These studies are concerned with selected books of the New Testament against the geographic, historical, and literary backgrounds of contemporary civilizations, developing principal themes of divine revelation made known in Christ.

31-32. Questions of Belief (may be repeated once) 3 hours

Creation, evolution, the nature of the Church, sacraments, the Christian life, and other areas closely related to the faith experience are studied in the light of current thought.

33. Liturgy 3 hours

The liturgy is the source and summit of life in the Christian community. This course attempts to integrate the spirit of Vatican II with contemporary living through community worship.

35-36. Religion in History (may be repeated once)

Specific periods of history are examined in the light of the development of the Roman Catholic Church. The major ecumenical councils are emphasized.

41-42. Religious Thinkers (may be repeated once) 3 hours

A comprehensive study of religious thinkers is of great value in learning about religion. Courses reflect the interest and research of department members.

45. Philosophy of Religion (Philosophy 45) 3 hours

A study of our relations and responses to the divine. The course seeks to uncover and explicate our response to our recognition that there is a reality beyond the physical upon whom we are dependent, and in whom we place our trust.

46-47-48. Studies in Morality (may be repeated twice) 3 hours

The data of religion are employed in studying not only personal responsibility but also ethical problems in the social, political, and economic spheres. Effort is made to provide the most up-to-date reflection on classical and contemporary moral dilemmas.

51. Christian Mysticism 3 hours

The historical doctrine and practice of participation in the mysteries of salvation, as illustrated in the lives of the Christian saints.

52-53. Studies in Religious Education (may be repeated once) 3 hours

Religious education or catechetics is important not only to children and adolescents but also to adults participating in ongoing educational programs. These courses provide perspective, techniques, administrative procedures, and exposure to local parochial and diocesan programs.

54. Biblical Humanism

3 hours

A seminar on the relation of mankind to God and to the world, as expressed in the Hebrew-Christian Bible, and the implications of the biblical view for personal and communitarian living here and now. Specifically, this course seeks to affirm the “moral man” as the truth which unlocks the mysteries of creation and gives meaning to all human existence.

55. Independent Study

1-3 hours

Department of Sociology

Sociology as a science of society and human interests develops our understanding of how we, as social beings, are woven into the fabric of our society; it aids us in understanding what is happening about us and what social forces are coming to bear on our lives. It is distinguished by two characteristics: 1) its approach to phenomena is scientific; 2) its subject matter is human interaction. The Department of Sociology also strives to integrate an anthropological perspective into its courses and to introduce students to the scientific study of cross-cultural differences and similarities.

The sociology major is designed to prepare students for continuing education on the graduate level or for immediate employment especially in social and public service. Those who major in sociology find their studies useful in seeking employment in industrial and personnel management programs, in counseling and directing activities for various age groups, in urban planning careers and in education on the secondary level. Others who have majored in sociology pursued graduate studies in sociology or in the fields of social work, law, business administration, anthropology, education, and public administration.

Departmental Requirements:

1. Soc 21, 30, 31, 38, 43, and 49 are required of all majors.
2. Soc 21 is a prerequisite for 31, 43, 49, and 50.
3. Soc 22, 25, and 69 are required of majors who elect the Social Work Concentration.
4. The requirement for a minor in Sociology is 18 hours, including Sociology 21.

Suggested Program:

1. Soc 21, 22, and 25 should be completed before the junior year.
2. The research sequence 31-49 and the theory sequence 43-50 are offered in alternate years. Soc 31 and 49 must be completed by the junior year. Soc 31 and 38 are taken in the same semester.
3. The structure of the major beyond the six required courses will depend upon the student's career interests. Suggested programs are available for a number of career paths.
4. Computer 10 and 24 and work in foreign language are recommended for students who might go on to graduate schools in sociology or related academic discipline. Advanced work in social work and related professions may entail some different emphases.
5. A sociology major may choose any minor area. Students are encouraged, however, to pick related minors, usually from the departments of psychology, history, political science, communications, education, foreign languages, philosophy, computer science, English, economics, or business administration, depending upon career interests. Electives from these disciplines are also strongly suggested.

Teacher Education Requirements:

Core 1, 2, 3, 4, 5, 6, 7, 8, 9;
Educ 10, 14, 21, 43, 66, 78, 79, 86, 91, 92, 93, 96. *Teaching major in Social Studies with a primary area in sociology, and supporting areas in psychology and world history:* Soc 21, 32, 33, 38, 39, 42; 6 hrs from 30, 45, 46 and the College major in sociology; Hist 32; Psych 10, 40.
Teaching minor in Sociology: Soc 21, 38, 9 hrs from Soc 30, 39, 45, 46.
To add middle school certification: Econ 1; Educ 13, 39, 46, 60, 93 (3 hrs total).

Social Work Concentration:

Students majoring in sociology who plan to take the Social Work Concentration take the departmental requirements. (Soc 21, 30, 31, 38, 43, and 49) as well as Soc 22, 25, and 69. The Social Work program prepares students for entrance into graduate social work or related professional fields and for beginning level employment in fields of social service such as services to families, to children, or to the aging, services for health maintenance, in corrections, or with people with selected disabilities. In addition to social case work and social group work, the Social Work Concentration prepares students for work as community organizers and planners.
A minor in various areas such as business, computer, foreign language—especially Spanish—political science and psychology, or other fields related to career interests, may be obtained.

Suggested Program—Social Work Concentration:

Major	hours
Soc 21—General Sociology	3
Soc 22—Contemporary Social Problems	3
Soc 25—Introduction to Social Work	3
Soc 30—Culture and Society	3
Soc 31—Research Design	3
Soc 38—Statistics	3
Soc 43—Theories of Society	3
Soc 49—Sociological Research Design	3
Soc 69—Field Experience	6
Soc—Electives	9
	36 hours

Soc 69 involves 6 credit hours and must be carefully planned with one’s advisor.

COURSES IN SOCIOLOGY

21. **Introductory Sociology** 3 hours
An introduction into the way society works and how sociologists approach the study of social and cultural phenomena.
22. **Contemporary Social Problems** 3 hours
A review of the major problems arising from collective living, the conditions which give rise to them, and the methods designed to cope with them.
25. **Introduction to Social Work (Psychology 25)** 3 hours
Examines modern social work; what social workers do, where, when, how, why and with what results. Focuses on a generalist understanding of social work practice carried out in a wide variety of settings including fields of service such as: child welfare, family, medical, psychiatric, schools, group and community services.

- 30. Culture and Society** **3 hours**
 This course focuses on the great diversity of living cultures revealing the range of human values, world-view, language and adaptations to survival. Theories of differences of culture—pre-literate and modern, the formation of personality and the importance of social structure will be studied.
- 31. Research Methods** **3 hours**
 An introduction to the qualitative and quantitative methods employed by social scientists. Emphasis is focused upon the development of skills in sampling schedules and questionnaires, scale construction, interviewing, participant observation, personal documents and data analysis.
- 32. The Individual and Society; Social Psychology (Psychology 32)** **3 hours**
 This course concerns itself with the effects of interactions on the individual. The material will be reviewed from an interactionist framework, with the contention that human behavior and social order are products of communication.
- 33. Marriage and Family Life (Psychology 31)** **3 hours**
 A review of the social-cultural factors that shape the nature of courtship, marriage and family relationships. Special emphasis is placed on contemporary Western societies where traditional and prescribed patterns of family living are no longer seen by all as the only acceptable form.
- 34. The Urban Community** **3 hours**
 A review of the processes underlying the development of rural, urban and suburban communities. Special emphasis is given to the neighborhood structure and organization, housing and land use, human behavior, patterns of community growth, and community planning.
- 35. The Social Self: Socialization** **3 hours**
 A study of the process by which people acquire physical, mental and social skills needed to survive and become both individuals and members of society. The primary focus is on the people and the institutions that socialize the child and on the process of socialization during adulthood.
- 36. Industrial Sociology** **3 hours**
 Relationships of modern industrial organizations to other institutions in society, political systems, social class systems, etc. Concerns within an industrial plant are formal and informal patterns of behavior and intergroup conflicts and adjustments.
- 37. Law and Society** **3 hours**
 This course examines some of the interrelationships among law, culture and society. It includes units in the following areas: (1) the disputing process and dispute resolution from a cross-cultural perspective, (2) the American legal system in practice, and (3) law and social change.
- 38. Statistics** **3 hours**
 An introduction to statistical methods covering data description, graphing techniques, measurements scales, standardized scores, correlation, regression, elementary probability, repeated-measures and independent-groups t-tests, oneway and factorial analysis of variance, and Chi-Square. The approach to these topics is more conceptual than numerical or mathematical. A knowledge of junior-high school algebra is helpful.
- 39. Political Sociology** **3 hours**
 A study of the social basis of political behavior and beliefs, and the social foundations of political institutions.
- 40. Sex Roles** **3 hours**
 A study of male-female relations from a cross-cultural perspective. Consideration is given to the place of men and women in the social, economic, political and religious realms of various societies, including contemporary America, and to differing theories and conceptualizations of sex role differences and similarities.

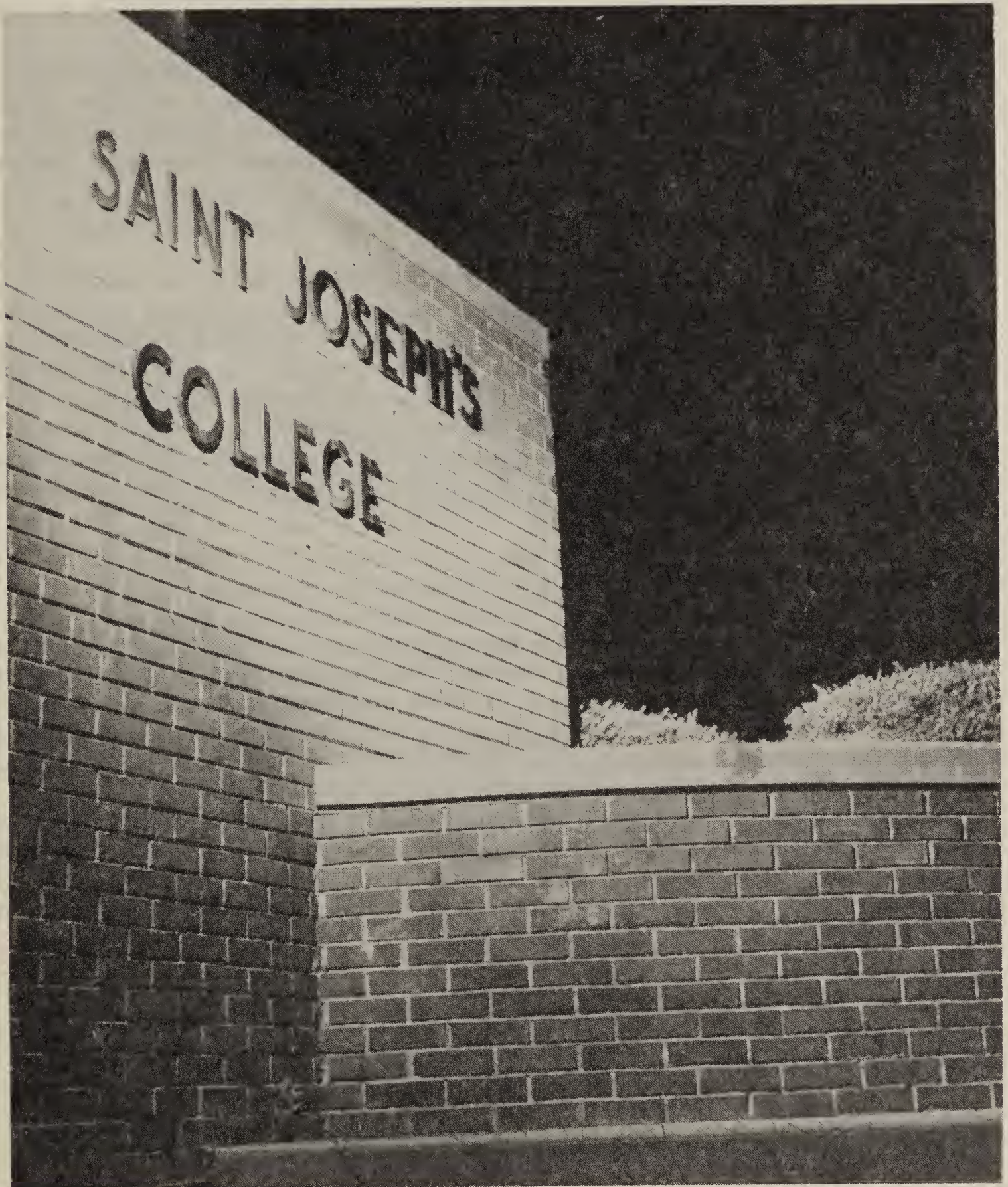
- 42. Community Studies** 3 hours
This course examines a number of contributions from community studies in sociology and anthropology in order to study the nature, growth, and structure of community life in modern societies. In addition to treating community as a territorial or residential unit, the course also focuses on community as a characteristic of some human relationships. An important area of concern is the impact on social life of changes toward larger and more diverse social units.
- 43. Classical Theory** 3 hours
Classical Theory focuses on the organic, conflict and social behavioristic schools of theory. Representatives studied are the classical social theorists Comte, Durkheim, Marx, Weber and Simmel. This course is an upper-level course required of majors and generally taken in junior or senior year. The course is taught in alternate years, the fall semester.
Prerequisite: Sociology 21
- 44. Social Movements and Social Change** 3 hours
A study of societal and institutional change from two perspectives: (1) as an adaptive response to changing techno-environmental and techno-economic conditions, and (2) as a creative process involving the active struggles of individuals and groups to restructure their societies.
- 45. American Minorities** 3 hours
A survey of American racial and cultural minorities along with a review of the factors which determine the rate and manner of assimilation, cultural pluralism, segregation and prejudice.
- 46. Criminology** 3 hours
Study of the factors that cause crime and criminal behavior, organization of criminal behavior, theories and practices of delinquent and criminal control and rehabilitation.
- 49. Sociological Research Design** 3 hours
Continuation of Soc 31. Required course with emphasis on student design of their own research projects.
Prerequisites: Sociology 21 and 31.
- 50. Contemporary Theory** 3 hours
Contemporary theory studies the structural-functional, the conflict and the social-psychological schools of theory. Most of the representatives studied in the contemporary period are American sociologists. This course is an upper level course not required of majors but strongly recommended for students considering graduate study. Like Classical Theory this course is taught in alternate years, but in the winter semester.
Prerequisite: Sociology 43.
- 55. Independent Study** 3 hours
A flexibly structured course to allow any student to pursue a specific topic or field experience under the supervision of a member of the department or a field representative.
- 62. Social Service Practicum III: Aged and Handicapped** 1 hour
Weekly two-hour sessions in a home for the elderly or care center under the supervision of professional persons.
Prerequisites: Sociology 22 and consent of department chairman.
- 63. Social Service Practicum IV: Public Welfare** 1 hour
Weekly two-hour sessions in a public welfare department, working under the supervision of caseworkers.
Prerequisites: Sociology 22 and consent of department chairman.

- 64. Social Service Practicum V: Crime and Delinquency** 1 hour
Weekly one-hour sessions with law violators under the supervision of a probation officer or prison official.

Prerequisites: Sociology 22 and consent of department chairman.

- 69. Field Experience** 9 hours
A ten-week assignment with a recognized social service agency. Each student will be assigned to a professional supervisor and will carry out a variety of service tasks, including a small case load. Six hours are applied to the student's major and three hours are applied to the minor.

Prerequisites: Sociology 22, and consent of department chairman. Open to juniors only.



MASTER OF ARTS DEGREE IN MUSIC

Concentration: Church Music and Liturgy

HISTORICAL SKETCH

In 1960 Saint Joseph's College initiated its Summer Institute of Liturgical Music, which offered a comprehensive program leading to the Bachelor of Arts Degree or to a Certificate. In 1963 the Institute was extended to the full school year and two additional concentrations were added, Piano and Organ. A concentration in Theory and Composition was introduced in 1965. Music Education was added in 1967. In 1970 the designation of the Liturgical Music concentration was changed to Church Music in order to indicate that the training provided could well fit the needs of both Roman Catholic church musicians and those of other faiths.

A graduate program was initiated in 1966 in affiliation with DePaul University Graduate School; Music Division. On July 28, 1972, North Central Association of Colleges and Secondary Schools granted full accreditation to Saint Joseph's College independent graduate program, offering a Master of Arts Degree in Music with a concentration in Church Music.

AIM

The aim of Saint Joseph's College graduate program in church music is to provide quality musical training on the graduate level to church musicians and teachers of church music in a worship-oriented context. Advanced musical theory and practice are integrated with academic liturgical investigation as well as practical experience.

For the teacher training student the graduate program further aims, through the MUSIC EDUCATION EMPHASIS, to provide a solid musical and educational basis for effective teaching in elementary and secondary schools and for the Indiana professional teaching license.

ADMINISTRATION

The graduate program is under the general supervision of the Vice President for Academic Affairs, who is directly responsible to the President of the College. Policies are determined by the Graduate Council, of which the Graduate Director is the chairman. The Graduate Council is made up of at least five members, including the Graduate Director and College Registrar, together with the other members proposed by the Vice President for Academic Affairs and appointed by the President.

Details of the graduate program are administered by the departmental director. He presents recommendations from the faculty or students of his department. He also serves as adviser for the students or assigns this task to one or more of his fellow departmental instructors. Student requests for special consideration, for example, for a departure from the listed requirements and regulations, are to be made to the Graduate Council through the student's adviser.

The College Teacher Education Committee is responsible for approving and implementing standards and policies governing curricula for teacher education, due consideration being given to professional standards and state requirements. The departmental director of the graduate program functions as a member of the Teacher Education Committee and the Graduate Council.

Requirements for Admission to the Graduate Program

To be admitted for the Master of Arts Degree in Music with a concentration in Church Music students must meet the following requirements:

1. They must have a bachelor's degree from a recognized college or university.
2. They must have a cumulative index of 2.50 in undergraduate work.
3. They must have fulfilled the music requirements of Saint Joseph's College undergraduate program in Church Music for their specific emphasis: Composition, Conducting, Organ, or Voice. (Additional requirement for students who choose the Composition emphasis: Orchestration) Deficiencies, if any, must be removed through credit or through proficiency examinations.
4. They must submit an application and official transcripts of all undergraduate and graduate work. These documents must be submitted at least four weeks before the opening date of the summer session.
5. They must pass entrance examinations in theory, piano, organ (performance and service playing), conducting, voice, and music history; also composition for those in Composition emphasis. Should they fail in any area, additional undergraduate work will be assigned and a subsequent examination required.

IN ORDER TO ENROLL FOR GRADUATE COURSES APPLICABLE TOWARD THE DEGREE, THE STUDENT MUST HAVE REMOVED ALL BUT SIX CREDIT HOURS OF DEFICIENCY, EXCLUSIVE OF APPLIED MUSIC.

Requirements for Admission to Candidacy for the Degree

In order to be admitted to candidacy for the degree students must fulfill the following requirements:

1. They must have removed all deficiencies.
2. They must have successfully passed at least six credit hours of graduate work with an index of 2.5 or better.
3. They must have completed the Application for Admission to Candidacy for the Master's Degree and received approval of same from the graduate music faculty.
4. At this time students who seek professionalization of an Indiana teacher's license shall submit an application for the Teacher Training Program to the departmental director, who, in turn, presents the application to the Teacher Education Committee for approval.

Requirements for Graduation

The requirements for graduation are as follows:

1. Admission to candidacy as described above.
2. The successful passing of thirty credit hours applicable toward the degree as indicated in one of the five emphases with a grade of C or above.
3. A cumulative index of 3.00 or above.
4. The fulfillment of residence and time requirements, as follows:
 - a. **Residence.** Normally all courses for the degree must be taken at Saint Joseph's College. With special permission of the Graduate Director a maximum of six credit hours of graduate work may be transferred from another institution provided the grade earned was B or above.
 - b. **Time.** All work applicable toward the degree must have been done within the span of seven years. Work beyond seven years before the proposed graduation must be validated by a special examination.
5. Graduation Projects as follows:
 - a. For ORGAN, VOICE, CONDUCTING, and COMPOSITION EMPHASIS—

- aa. **Service Recital** 1 credit hour
This designation is to be rather broadly understood in that the performance may take any of five forms: organ, voice, conducting, composition, or lecture with demonstration. The student should design and produce the service, function in the service in a significant performing capacity, and show how theological-liturgical meaning is articulated and expressed in the service. This meaning should be documented for the professor guiding the student in the preparation of the service and successfully communicated.
- bb. One of the following:
 - i. **Research Paper** 1 credit hour
The research paper, between 30 and 50 pages, is to treat a topic involving music in worship, e.g., the role of the cantor, sacramental rite(s), the psalms, etc. Historical, theological and musical dimensions should enter into the research. Standard format is prescribed. Two copies are to be submitted to the faculty.
 - ii. **Oral Examination** 1 credit hour
The oral examination must be preceded by research similar to that in "i." The examination is conducted by three members of the faculty (including the supervisor of the study) on the topics of research.

Students may distribute the fulfillment of the requirements of the graduation project over two summers if they so choose. They may even do the third possibility as an elective.

- b. for MUSIC EDUCATION EMPHASIS—
Students who choose the MUSIC EDUCATION EMPHASIS must prepare and present a music practicum in educational setting as their graduation project (3 credit hours). This practicum must include the conducting of both instrumental and vocal music. A research paper on the content of the presentation is to be submitted to the instructor. A second copy is to be submitted for the graduate files.

Students who seek professionalization of their Indiana teacher's license must complete, in addition to the requirements of the MUSIC EDUCATION EMPHASIS, six semester hours in graduate professional education, taken at an institution approved by the Teacher Training and Licensing Commission of the Indiana State Board of Education for offering graduate credit in professional education. After all requirements have been fulfilled, students apply for their professional teacher's license through the College License Advisor.

Independent Study

The graduate program provides the opportunity for a student to pursue special topics or projects apart from regularly scheduled courses. The student registers for such independent study at the beginning of the session.

Student Counseling

When a student makes formal application for admission to candidacy for the degree he or she will choose a special counselor for academic matters. Normally the student should choose a counselor from the area of emphasis. Members of the graduate faculty are eligible to serve as counselors. Standard forms for this purpose are available at the office of the Director.

Class Load

The normal load for the summer session is seven credit hours. Exceptions need the approval of the Director.

GRADING SYSTEM AND QUALITY POINTS

- Graduate courses are graded as follows:
- A — excellent; above average. 4 quality points
 - B — good, average 3 quality points
 - C — passing; below average but sufficient for earning credit. . . 2 quality points
 - F — failure. 0 quality points
 - I — incomplete; work to be completed within five weeks after the close of the session or a grade of F to be given
 - W — withdrawal
 - Z — audit

CLASS WITHDRAWAL

A student who withdraws from a course before the final week of the summer session will receive a **W** in the course.

A student who withdraws later than one week before the end of the summer session will receive an **F** in the course.

NON-DEGREE-SEEKING STUDENTS

Specially qualified students who do not fulfill all admission requirements may enroll for individual courses for which they are qualified with the approval of the departmental director.

PROGRAM OF STUDIES

THIRTY HOURS as follows . . .

- Required of **all students (unless otherwise noted below):**
- 511. Historical and Theological Perspectives of Christian Worship—3 hours
 - 512. Liturgical Thinking and Practice (3 courses of 2 hours each)—4 hours
 - 513. Music as Pastoral Prayer—2 hours
 - 514. Recent Liturgical Documents and the Rites—2 hours
 - 611. Sixteenth-century Counterpoint—3 hours
 - 612. Historical Development of Musical Style—3 hours
 - 644. Service Playing—1 hour
 - 670. Graduation Project—2 hours
 - Required of all: 670a. Service Recital—1 hour
 - Choice of 1 hour required:
 - 670b. Research Paper—1 hour
 - 670c. Oral Examination—1 hour
- (For details cf. *Requirements for Graduation*)
- Additional requirements for **ORGAN EMPHASIS:**
- One** of the following—
 - 621. Gregorian Paleography and Chironomy—2 hours
 - 622. Conducting and Score Reading: Renaissance and Baroque Church Music—2 hours
 - 623. Conducting and Score Reading: Twentieth-century Church Music—2 hours
 - 631. Organ Literature and Registration I (beginning to 1700)—2 hours
 - 632. Organ Literature and Registration II (1700 to the present)—2 hours
 - 633. Organ Structure and History—1 hour
 - Organ—4 hours
 - Voice—1 hour

Additional requirements for **VOICE EMPHASIS:**

- 621. Gregorian Paleography and Chironomy—2 hours
- One of the following: 622, 623 (cf. above)—2 hours
- 635. Sacred Choral Music History and Literature—2 hours
- Voice—4 hours
- Electives in Music—2 hours

Additional requirements for **CONDUCTING EMPHASIS:**

- 621, 622, and 623 (cf. above)—6 hours
- 634. Sacred Choral Music: History and Literature—2 hours
- Voice—2 hours
- Electives in Music—2 hours

Additional requirements for **COMPOSITION EMPHASIS:**

- 613. Twentieth-century Techniques—2 hours
- 623. Conducting and Score Reading: Twentieth-century Church Music—2 hours
- 634. Sacred Choral Music: History and Literature—2 hours
- 614. Composing and Arranging for the Church Musician I—2 hours
- 615. Composing and Arranging for the Church Musician II—2 hours
- 616. Composing and Arranging for the Church Musician III—2 hours

Additional requirements for **MUSIC EDUCATION EMPHASIS:**

- 620. Graduate Conducting: Choral and Instrumental—2 hours
- 671. Music Practicum in Educational Setting—3 hours
- Applied Music—4 hours

Two of the following courses:

- 651. Keyboard and Vocal Pedagogy for the Classroom Teacher—3 hours
- 652. Composing and Arranging for the Classroom Teacher—3 hours
- 653. Teaching Contemporary Instrumental Techniques at the Elementary and Secondary School Levels—3 hours
- 654. Marching Band Techniques—3 hours

Courses 644 and 670 are not required. With permission of the departmental director six hours of graduate music or music education may be substituted for Course No. 512.

COURSE OFFERINGS

GRADUATE COURSES IN MUSIC

Theory

- 611. Sixteenth-century Counterpoint—3 hours
- 613. Twentieth-century Techniques—2 hours
- 614. Composing and Arranging for the Church Musician I—2 hours
Compositions for any of the following: vocal solo; keyboard solo; vocal ensembles with keyboard accompaniment and/or instrumental descants.
Prerequisites: Music 23 (Theory IV) and 51 (Advanced Undergraduate Composition) or their equivalents.
- 615. Composing and Arranging for the Church Musician II—2 hours
Emphasis on composing for instruments.
Prerequisite: 614
- 616. Composing and Arranging for the Church Musician III—2 hours
Composition of larger works for vocal and instrumental combinations.
Prerequisites: 614, 615

Conducting

- 620. Graduate Conducting: Choral and Instrumental—2 hours
- 621. Gregorian Paleography and Chironomy—2 hours
- 622. Conducting and Score Reading: Renaissance and Baroque Church Music—2 hours
- 623. Conducting and Score Reading: Twentieth-century Church Music—2 hours

History and Literature

- 612. Historical Development of Musical Style—3 hours
- 631. Organ Literature and Registration I (from the beginning to 1700)—2 hours
- 632. Organ Literature and Registration II (from 1700 to the present)—2 hours
- 633. Organ Structure and History—1 hour
- 634. Sacred Choral Music: History and Literature—2 hours
- 635. Sacred Vocal Literature—2 hours

Applied Music

- 641. Organ—variable credit
- 642. Voice—variable credit
- 643. Piano—variable credit
- 644. Service Playing—1 hour
- 645. Performance Recital—1-2 hours

Graduation Projects

- 670a. Service Recital—1 hour
 - 670b. Research Paper—1 hour
 - 670c. Oral Examination—1 hour
- (For details of 670a, 670b, and 670c cf. *Requirements for Graduation*.)

Music Education

- 651. Keyboard and Vocal Pedagogy for the Classroom Teacher—3 hours
- 652. Composing and Arranging for the Classroom Teacher—3 hours
- 653. Teaching Contemporary Instrumental Techniques at the Elementary and Secondary Levels—3 hours
- 654. Marching Band Techniques—3 hours
- 671. Music Practicum in Educational Setting—3 hours

Miscellaneous

- 655. Independent Study—1-3 hours
- 660. Seminar (variable content, e.g., Hymnody, Applied Liturgics)—1-3 hours

GRADUATE COURSES IN LITURGY

- 511. Historical and Theological Perspectives of Christian Worship—3 hours
- 512. Liturgical Thinking and Practice (*variable content; offered each summer*)—2 hours

ADMINISTRATIVE OFFICERS

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 Charles J. Robbins, C.PP.S., M.A., Registrar
 Lawrence F. Heiman, C.PP.S., D.S.Mus., Director of Church Music Program
 Bernard J. Meiring, C.PP.S., Ph.D., College License Advisor

FACULTY

RESIDENT FACULTY

Anne-Marie Egan

A.B., Western Maryland College, 1955; M.A., Indiana University, 1957; Purdue University.

John B. Egan

B.Mus., College-Conservatory of Music of Cincinnati, 1956; Ph.D., Indiana University, 1962.

Lawrence F. Heiman, C.PP.S.

M.A., Catholic University of America, 1949; L.C.G., Pontifical Institute of Sacred Music (Rome), 1958; M.C.G., *ibid.*, 1959; D.S.Mus., *ibid.*, 1970.

William J. Kramer, C.PP.S.

L.Sc.N., University of Fribourg (Switzerland), 1951; Sc.D., *ibid.*, 1952.

Robert E. Onofrey, C.PP.S.

M.Mus., University of Michigan, 1973; D.M.A., University of Michigan, 1976.

Ralph C. Verdi, C.PP.S.

M.A., University of Dayton, 1969; M.Div., St. Bernard's Seminary, Rochester, N.Y., 1971; M.Mus., Eastman School of Music, University of Rochester, 1974.

ASSOCIATE FACULTY (1979)

John Bicknell

Organist and Choirmaster, Trinity Episcopal Church, Highland Park, IL., M.Mus., DePaul University, 1974.

Gerard T. Broccolo

Pastor, Ascension Church, Chicago. S.T.L., Pontifical Gregorian Institute (Rome), 1965; S.T.D., Pontifical Liturgical Institute of St. Anselm (Rome), 1970. (Leave of absence, 1982).

Steven C. Edwards

Assistant Conductor of Graduate Chorale, University of Illinois, Urbana. M.Mus., University of Illinois, 1981; D.M.A. (Cand.), *ibid.*

Hermes D. Kreilkamp

Saint Joseph's College. S.E.O.L., Pontifical Oriental Institute (Rome), 1951; Ph.D., Catholic University of America, 1964; M.A., Catholic University of America, 1966; M.S.L.S., Catholic University of America, 1976.

Robert E. Moran

Associate Pastor, Campus Ministry, St. Thomas Aquinas Church, West Lafayette, IN. M.Div. and M.A., St. Louis University, 1969; Ph.D., *ibid.*, 1977.

Donald J. Reagan

Pastor, Blessed Sacrament Church, Warren, OH, M.A., Notre Dame University, 1954; M.Mus., Catholic University of America, 1969; Ph.D., Catholic University of America, 1972.

Philip J. Sandstrom

Cardinal Spellman High School, New York, M.A., St. Joseph's College and Seminary, Yonkers, NY, 1962; M.A., University of Notre Dame, 1965; S.T.L., Institut Catholique, Paris, 1969; P.S.L., Institut Supérieur de Liturgie, Paris, 1969; S.T.D. (Cand.), Institut Catholique, Paris; Matrise en liturgie (Cand.), Institut Supérieur de Liturgie, Paris.

Mary Saxon

Music Ministry, Covenant Presbyterian Church, Lafayette, IN.; M.Mus., Ohio State University, 1979.

- Marilyn L. Schauble**
Director of Music Ministries, St. George Parish, Erie, PA.; M.A., Saint Joseph's College, 1979.
- Joyce A. Schemanske**
Organist and Associate Director of Cathedral Handbell Ringers, Holy Name Cathedral, Chicago. M.Mus., Northwestern University, 1975; D.M.A. (Cand.), *ibid.*
- Robertia Urban**
Organist and Choir Director, Blessed Sacrament Church, West Lafayette, IN.; M.Mus., Notre Dame University, 1970. (Leave of absence, 1982).

FEES (Subject to change without notice)

Admission fee	\$ 10.00
Tuition per credit hour (courses numbered over 500)	73.00
Board for summer session	310.00
Room for summer session	190.00
Private instruction in Applied Music (two half-hour or one 60-minute lesson per week).....	60.00 (plus tuition)
General fees for summer session	25.00
Graduation fee.	50.00

For applications and additional information please write to:
Rev. Lawrence F. Heiman, C.PP.S.
Director, Rensselaer Program of Church Music and Liturgy
Saint Joseph's College





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Assistant Professor of Education

B.A., University of Massachusetts, 1951; M.Ed., Boston University, 1960; Ed.D., Temple University, 1969.

Charles Banet, C.PP.S., (1949)

President and Associate Professor of Classical Studies

B.A., Saint Joseph's College, 1950; M.A.L.S., University of Michigan, 1951; University of Michigan, 1951-52; Appointed President, 1965; American Council on Education Presidents' Institute, University of Wisconsin, Summer, 1967. Litt.D., Calumet College, 1969.

Allen H. Berger, (1979)

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B.A., University of Chicago, 1972; M.A., Columbia University, 1974; M.Phil., Columbia University, 1976; Ph.D. (Cand.), Columbia University.

Frederick R. Berger, (1978)

Assistant Professor of Communications

B.A., Purdue University, 1976; M.A., Purdue University, 1978.

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Associate Professor of Philosophy

A.B., Catholic University of America, 1950; A.M., Catholic University of America, 1951; Indiana University.

Ralph M. Cappuccilli, (1948)

Chairman, Department of Communications and Theatre Arts and Professor of Speech

B.A., Saint Joseph's College, 1947; A.M., University of Michigan, 1951; Ph.D., Purdue University, 1967.

Amos J. Carpenter, (1982)

Assistant Professor of Computer Science

B.Sc., University of Durham (England), 1963; M.Sc., University of Leeds (England), 1964; M.S., Kent State University, 1982.

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Associate Professor of Romance Languages

B.A., Saint Joseph's College, 1949; M.A., Saint John's University (Brooklyn). 1951.

David D. Chesak, (1970)

Associate Professor of Mathematics and Physics

B.S., Purdue University, 1958; M.E.E., University of Louisville, 1963; Ph.D., Ohio University, 1971; P.E., 1963.

Karen Craig, C.S.J., (1977)

Chairman, Department of Education and Assistant Professor of Education

B.S. Ed., Carlow College, 1964; M.Ed., Pennsylvania State University, 1970; Ed.D., University of North Dakota, 1973.

Michael E. Davis, (1952)

Chairman, Department of Earth Science and Associate Professor of Geology

B.S., Kansas State University, 1950; M.S., Kansas State University, 1951; N.S.F., Summer Institute, Millsaps College, 1968; Summer Institute, Wayne State University, 1969.

William E. Del Principe, (1975)

Chairman, Department of Accounting-Finance and Assistant Professor of Accounting and Finance

B.S., Saint Joseph's College, 1973; M.B.A., DePaul University, 1976; C.P.A., State of Illinois, 1973.

William L. Downard, (1969)

Chairman, Department of History-Political Science and Professor of History.

B.A., Saint Joseph's College, 1963; M.A., University of Cincinnati, 1965; Ph.D., Miami University (Ohio), 1969.

Alvin W. Druhman, C.PP.S., (1948)

Secretary of the College and Professor of English

B.A., Saint Joseph's College, 1949; M.A., Saint John's University (Brooklyn). 1950; Ph.D., Saint John's University (Brooklyn). 1952.

Anne-Marie Egan, (1962)

Associate Professor of Music

A.B., Western Maryland College, 1955; M.A., Indiana University, 1957; Purdue University.

John B. Egan, (1962)

Chairman, Department of Music and Professor of Music

B.Mus., College-Conservatory of Music of Cincinnati, 1956; Ph.D., Indiana University, 1962.

Stephen J. Feldhaus (1981)

Instructor in Accounting

B.S. Saint Joseph's College, 1968; M.S.A., Roosevelt University, 1980; Governors State University.

James E. Froelich, C.PP.S., (1974)

Chairman, Department of Religion and Assistant Professor of Religion

A.B., University of Dayton, 1951; M.A., Xavier University, 1962.

Robert J. Garrity, (1972)

Vice President for Academic Affairs and Professor of Philosophy

B.A. (German), LaSalle College, 1953; M.A. (Religion), LaSalle College, 1954; University of Pittsburgh, 1955; University of Georgia, 1958; M.A. (Philosophy), Duquesne University, 1962; Ph.D., Duquesne University, 1964; Purdue University.

Dominic B. Gerlach, C.PP.S., (1952)

Chairman, Department of Foreign Languages and Associate Professor of History and German.

M.A., Saint Louis University, 1952; University of Michigan, Summer, 1956. Goethe Institut, Munich, Summer, 1962 and 1972; Catholic University of America, Summer, 1965.

Philip F. Gilbert, C.PP.S., (1961)

Associate Professor of Mathematics

B.S., Saint Joseph's College, 1952; University of Detroit, 1960-61; B.A., University of Dayton, 1960; M.S., University of Illinois, 1964; Purdue University.

John D. Groppe, (1962)

Chairman, Department of English and Associate Professor of English

B.S., City College of New York, 1954; M.A., Columbia University, 1957; University of Notre Dame, 1957-62. N.E.H. Fellowship, Dartmouth University 1975-76.

Edward P. Habrowski, C.PP.S., (1981)

Registrar and Instructor in Education

B.A., Saint Joseph's College, 1971; M.Ed., St. Francis College, 1975; Indiana University.

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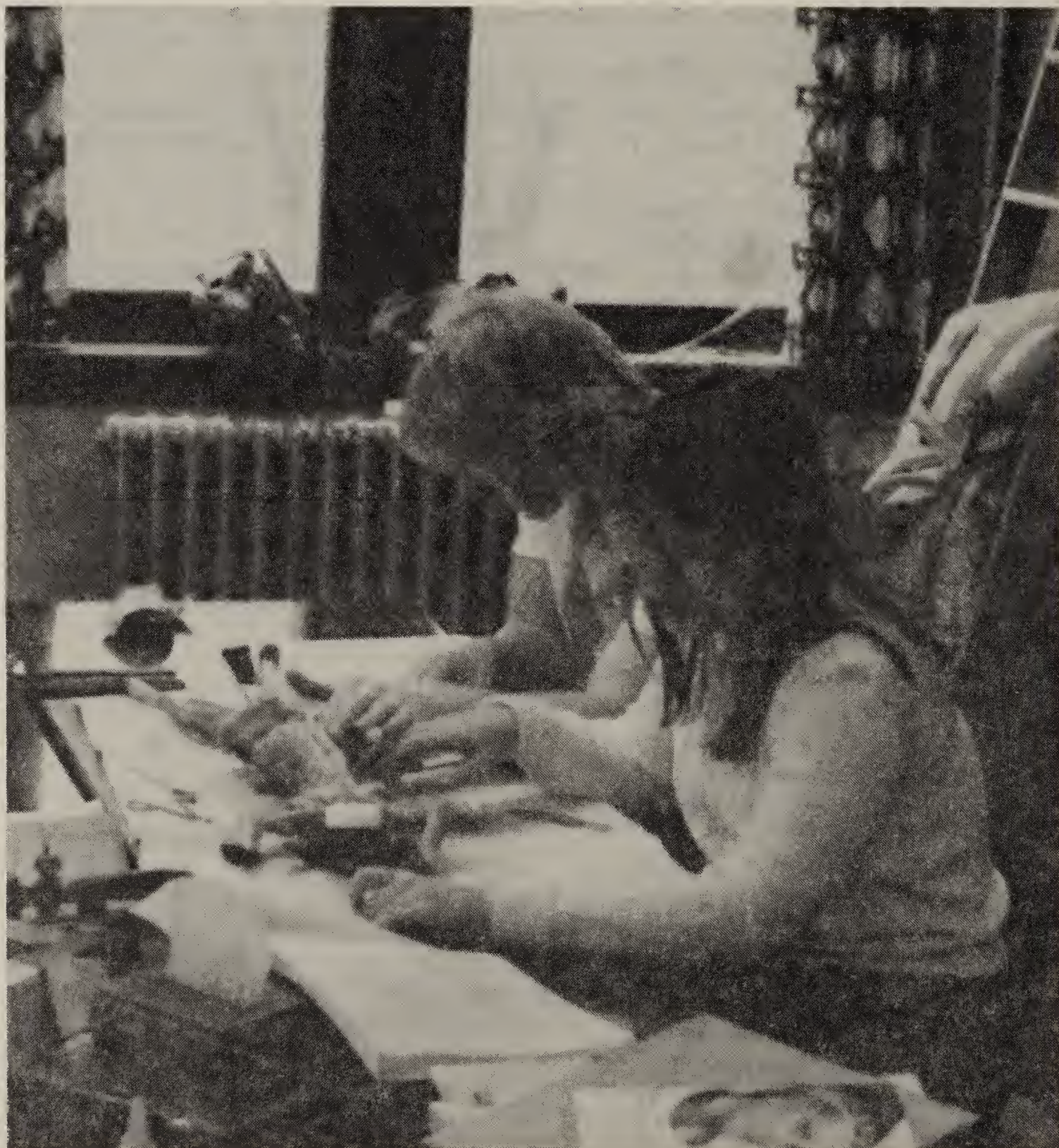
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Methods of Givings to Saint Joseph's

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The most important reason for a gift to Saint Joseph's College is a belief that the College needs and deserves your support. Equally significant is the great personal satisfaction you will derive in helping Saint Joseph's fulfill its mission. While tax savings should not be the only rationale for giving, they make it much easier to give and enable you to give a more substantial amount.

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Trusts may be set up through which a donor may make a gift to Saint Joseph's and receive a tax deduction for the year the gift is made and income

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